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ABSTRACT

For 10 years, the Minneapolis (Minnesota) Young Women's Christian Association (YWCA) has honored local women for outstanding achievement in their occupational field and in the community at a Leader Lunch. In March of 1987, a 100-item survey was mailed to 73 past recipients of the Leader Lunch Award. Completed surveys were received from 48 women. The results indicated that most of the women were Caucasian, with a few Blacks and one Asian American. They averaged 54 years of age and were college educated, most with a baccalaureate degree. The women represented a variety of career fields, had long work histories, and most were employed full-time. The respondents seemed to have high work commitment and intrinsic work values. Many of the women also reported strong commitments to the family. Other findings related to life transitions, risk-taking, barriers to career development, the women's sense of self, and mentors and support systems. The women offered advice to other women and to employers. The women showed a strong sense of social justice and were especially concerned about eliminating discrimination based on sex, race, or ethnic origin; they shared dreams for equality of opportunity in society and in the workplace. (Readers are cautioned that this study is exploratory and descriptive and that results cannot be generalized to other women or other women leaders.) (NB)

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CAREER PATTERNS OF SELECTED WOMEN LEADERS: AN EXPLORATORY STUDY

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AUTHORS' BACKGROUND

Dr. Sunny Hansen is a professor in the Counseling and Student Personnel Psychology Program, Department of Educational Psychology, at the University of Minnesota, Minneapolis, where she also received her Ph.D. She is also director of BORN FREE, a program to reduce stereotyping and expand career options for both women and men. She was a YWCA Leader Lunch Award recipient in Education in 1984. She and her husband, Tor, are in a dual-career family and have a teenage son and daughter.

Mary Beth Lichtor received her M.A. in Counseling Psychology from the College of St. Thomas in St. Paul, Minnesota. She is currently on the Board of Trustees of the Minnesota Mental Health Counselors Association and is co-chair of the organization's Ethics and Credentials Committee. She and her husband, David, have resided in St. Paul for the past six years.

Judy Moline received her M.A. in Counseling and Student Personnel Psychology at the University of Minnesota, Minneapolis. After many years raising her family and doing volunteer work, she has returned to graduate school and is focusing on career development and counseling of women. She and her husband, Lanny, have two daughters, 13 and 10.

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PREFACE

When Marcia Townley and Margaret Wurtele of the Minneapolis YWCA Leader Lunch Committee asked me to conduct a questionnaire survey of the award recipients for the 10th Anniversary, I was extremely pleased. It seemed to me that, with so much emphasis on crises and problems in women's lives, it would be a useful contribution to examine the career patterns of women who have been identified as leaders in their fields or in the community. Although the time frame was short, I agreed to work with them on a study of the career development and leadership views and experiences of the award winners of the past nine years.

The primary frameworks for this study, women's career development and women's leadership, are relatively new fields when applied to women. For many years, career development literature focused primarily on men, and most of the theories are male theories. It has been only in the last 10-15 years that we have begun to recognize that women's career patterns are unique and that we need to look at women's lives in some new ways. A rich body of theory and research is emerging on the career development and psychology of women, much of which serves as the context for this study (Farmer, 1985; Gilligan, 1982; Hackett & Betz, 1984; Gottfredson, 1981; Astin, 1986; Gilbert, 1987; Miller, 1984; Surrey, 1985).

While many of the early studies centered on women's vocational choices in relation to traditional (homemaking) vs. nontraditional (occupational) roles, newer studies and theories have avoided the "either-or" prescription which many women faced and have begun to describe women's lives in more integrative and holistic ways (Hansen & Rapoza, 1978; Gilligan, 1982; Miller, 1984). The Lifeprints study of

Boston area women, although much more comprehensive and based on a random sample, (Baruch, Barnett, & Rivers, 1983) was especially insightful and provided a useful framework for comparison. These works do not view women as following one homogeneous pattern but as choosing a variety of life roles and career patterns. An underlying assumption of this study is that women's socialization is different from that of men and that women's unique life experience and world view need to be recognized and valued.

For many years my approach to career development has been a systems framework, assuming that changes in the lives of women affect men's lives and that men as well as women are affected by rigid sex-role stereotyping which still exists in our society. In this study, however, we are looking primarily at women's lives in an attempt to gain a picture of the ways in which a selected group of women leaders in the Twin Cities community view themselves, their roles in work and family, their opportunities and barriers, and their experiences as leaders. We also examine the context of the women's lives and the societal changes which have occurred over their life course, particularly those stimulated by the Women's Movement.

Now a few words about the purpose and scope of this study. This is not intended to be a traditional study in which you take one or two variables, compare them, and draw conclusions. It is an invited study, based on a small, selected sample (not random) of women, and was done under severe time constraints. It is intended to be more qualitative than quantitative, in which we raise certain questions about women's lives--in this case, their career patterns and their experience and views of leadership--and cull out themes, determine common patterns,

and identify uniqueness.

Because the YWCA needed some results for the 10th Anniversary Leader Lunch in June, 1987, and because of delay in the questionnaire returns, a number of changes had to be made in the design of the study. Plans to conduct interviews with some of the subjects to supplement the questionnaire data had to be abandoned. The analysis was made of the demographic data, questions based on various aspects of the women's career development, and the open-ended questions on leadership and the future. The women's comments in particular yielded rich data in many aspects of their lives. It needs to be emphasized, however, that the findings of this study are descriptive only of the respondents and cannot be generalized to other women.

I wish to express grateful appreciation to the women who responded to the survey and to acknowledge the time and energy they took to be a part of this study. Completing the questionnaire was not an easy task and could not be done without considerable investment of time for reflection. That so many highly active and busy women took the time to share their experiences, their insights, and their views to help other women is a reflection of the quality of the group and their commitment to women's development.

I also wish to acknowledge the excellent work of Mary Beth Lichtor, my research assistant, who participated in every phase of the project, from helping design the questionnaire to analyzing computer data to providing drafts and summaries of the research results to typing the final report on her word processor. Her competent and meticulous work is well reflected in these pages. I am also grateful to Judy Moline, project assistant, who aided in literature reviews,

computer detail and data analysis, as well as offering her wise judgement as another expert on women's career development. The three of us who have worked on this report represent three distinct patterns: one married without children; one a re-entry woman who spent 13 years raising children and working as a volunteer; and one who has a continuous long-term career pattern, combining work and family.

An Advisory Committee appointed by the YWCA offered helpful suggestions in the various phases of the study. These included Diane Hedin, Professor, Center for Youth Development and Research at the University of Minnesota; Margaret V.B. Wurtele, Chair, 10th Leader Lunch; Marcia Townley, Chair, Leader Lunch 10th Anniversary; Barbara Thell, Executive Director, Minneapolis YWCA; Jean Moorhead, Director of Planning and Development, YWCA; Doris Pagelkopf, President, Minneapolis YWCA Board of Directors; Deborah Barber, Director, Human Resources, Defense Division, Honeywell Corporation; and Joan Brintnall, YWCA Leader Lunch Coordinator.

Without the knowledgeable assistance of Carla Hill, secretary in the Counseling and Student Personnel Psychology Program, and Marilyn Gorlin, Administrator in Educational Psychology, both at the University of Minnesota, the administrative details of this project would not have been taken care of.

Appreciation is also expressed to the corporations which sponsored this survey: Dayton Hudson Foundation for Dayton's and Target Stores; General Mills Foundation; Honeywell Foundation; Northwestern National Life Insurance Company; and the Pillsbury Company Foundation.

L.S.H.

INTRODUCTION

Changing Roles

Until the past three decades, women's life cycle was defined largely by family, with women serving the nurturing role, while men's life cycle was defined by work, with men performing the provider or breadwinner role. Sociologist Jessie Bernard (1981) points out that the male wage earner role has been with us for only 150 years, since men left the farm and went to the cities to get jobs, signalling the beginning of a new kind of division of labor between men and women. In "The Good Provider Role: Its Rise and Fall," she observes that another turning point occurred in 1980, when the Bureau of Census removed "Head of Household" from census forms and the two-earner family for the first time became the dominant family pattern in the United States.

We have known for some time that the traditional "nuclear" family, as we have called it, with father employed and mother at home with two children, is rapidly disappearing. In fact, most figures show that this family pattern comprises only 6 to 7 percent of family types in this country. The two-earner family in 1980 passed the 50 percent mark and today comprises 55% of family patterns. Single parent families are next, with 26 percent of families of this type (most headed by women), followed by single person families, which comprise approximately 20 percent. A growing family pattern is the blended or restructured family. These statistics are important because they illustrate the pluralistic family patterns which already exist in this country. With women now making up 44 percent of the labor force and 60 percent of women between 16 and 64 in the work force, the patterns of women's and men's lives are changing.

But some things are changing very slowly. While women's major involvement in paid work and public life is a reality, some of our societal structures have not kept pace with that reality. Although some larger corporations have developed human resource programs, flex-time, multiple benefits, shared jobs, employee assistance, personal leaves, career development programs, pre-retirement programs, and other programs which suggest that they are attending to the human needs of employees, many parts of the work sector have not changed. There is still an enormous need for programs of child care, parental leaves, job sharing, and other innovations which acknowledge the changing needs of employees in work and family.

Considerable evidence exists also that attitudes and behaviors related to sex-role stereotyping have not kept pace with the reality of the changes. The power of the socialization of both women and men is evident in the institutional and societal barriers which continue to exist for women and minorities and the subtle and pervasive attitudes which lead to their being valued as "less than" their male colleagues.

Changes in the family as an institution also have been slow. Most studies of two-earner families report that although women are sharing the paid work role, they also have continued to perform the main nurturing and household tasks and that, on the average, men have not increased very much their participation in family work. Yet a recent article suggests that more men are seeking to give expression to the nurturing part of themselves. Its title expresses the point well: "Father Hunger - A New Generation of Men are Struggling to Become the Fathers They Never Had" (Merton, 1986). The point we are making is that the lives of both men and women are changing in work and family

and that attitudes, policies, and practices in our institutions have not kept pace. The lives and views of the women in this study illustrate this point very well, in spite of the fact that they have been recognized as successful leaders in their fields and seem to be managing multiple roles and multi-dimensional lives.

Two Views of Existence

In a classic book relevant to this study, Bakan (1966) describes "the duality of human existence." He sees human beings as having two ways of ordering reality: the agentic and the communal. He describes the agentic as objective, logical, rational, competitive, instrumental, and segmented, characteristics he ascribes to men. The communal is cooperative, nurturing, subjective, expressive, and integrative, characteristics he ascribes to women. His intent (or ours) is not to polarize but rather to suggest that each person has the developmental task of integrating both the agentic and communal into their lives. On a small scale, that seems to be what is happening in society today and with many of the women in this survey.

The roles of women and men are changing, with women becoming more instrumental and men more nurturing. Many are transcending the traditional sex-role stereotypes and trying to give full expression to all parts of themselves. They are moving away from the rigid sex-role behaviors and attitudes toward role-sharing; they are moving toward what some call "sex-role transcendence"--allowing for the full range of attitudes and behaviors without restrictions of gender which have become dysfunctional (Rebecca, Hefner & Oleshansky, 1976).

Women, who have had a narrower range of options open to them in occupations and public life, are becoming multiple-role persons. That

is no more evident than in the small group of women leaders who are the subjects of this study. While they demonstrate aspects of the agentic in their lives, they have not diminished their valuing of the communal.

Defining Career

Since the focus of this study is career and career patterns, a few words need to be said about the word "career." Much of the contemporary career development literature defines career broadly, encompassing more than occupation. Super (1980), one of the major theorists in the field, defines career development as a lifelong process of developing and implementing a self concept, with satisfaction to self and benefit to society. Being a homemaker, student, volunteer, or retiree is viewed as being part of one's career. He further states that career is a sequence of positions one holds in a lifetime and graphically depicts this concept in a "career rainbow" of the roles and theaters of a person's life.

This expanded view of career, though designed for both sexes, has been especially attractive to women who have tended to think of vocational choices, not in a vacuum, but in relation to other life roles, particularly family, in a more integrative context. Some of the new psychological literature on women expresses this as "self-in-relation" (Miller, 1984; Surrey, 1985). Definitional problems occur in studies such as the present one, as the popular use of the term career is to equate it with occupation. While the conceptual framework for this study is the expanded view of career as life roles and choices, we realize that many of the women leaders and the public may be more familiar with the narrower view. While we have tried to minimize inconsistencies, the multiple meanings of the word make it

impossible to avoid them.

We are also concerned about use of the word "work." While we use the word in this report primarily to mean paid work, we are well aware that women work inside as well as outside the home and for pay and not for pay. We also acknowledge that there is family work, though we tend to use the popular term "combining work and family."

Nonetheless, we designed the questionnaire from the broader framework of career development and what the literature to this point suggests about career development of women. Thus when we describe the career patterns of women leaders, we are focusing on the roles that they have experienced at different life stages and the ways in which they manage and integrate them. While we realize that not everyone uses the term in the same way, the expanded concept of career serves as the basis for our effort to obtain a more holistic view of these women's lives.

Women and Leadership

A search of the literature on leadership from the past five years revealed that the vast number of books on the topic are generic in nature and do not differentiate between women and men as leaders. While there has been a substantial body of knowledge on women and sex role issues in organizations, studies of women and leadership are just emerging (Kanter, 1977).

Much of the recent research has concluded that the leadership style of women is very similar to that of men in similar situations. Terborg & Shingledecker (1983) and Tsui & Gutek (1984) found that there was no difference in subordinates' satisfaction with male or female managers. One study of special interest to this survey and seemingly

reflecting a pattern among women is that female leaders were found to have more negative attitudes toward "having power," and male leaders were more likely to be negative toward "powerful others." This finding should be kept in mind as we look at the respondents in the present study and their attitudes about power. Measures of effectiveness which compare male and female leaders generally result in similar ratings.

It has been suggested that effective leadership includes 11 components: vision, communication, direction, commitment, sensitivity, flexibility, broad perspective, wise use of power, teamwork, ethics, and courage (Girl Scouts, 1986). Morrison, White & VanVelsor (1987) surveyed 22 senior executives and generated a list of characteristics which appeared to contribute to the success or "derailment" of women in major corporations. Success factors included help from above in the organization, consistently outstanding performance, a fierce determination to succeed, the ability to effectively manage subordinates, the willingness to take risks in assignments, and being "tough, decisive, and demanding." Three deadly flaws they identified as of concern to women where careers were initially promising but somehow did not continue their upward motion were inability to adapt to the environment or expectations, seeming to "want too much or be too ambitious," and inability to handle the position to which they had been promoted. It might be useful to examine these "flaws" from an agentic and communal perspective.

Several laboratory studies have examined levels of dominance and their relation to leadership. Nyquist and Spence (1986) found that in same-sex pairs, the high-dominance subject was chosen as the leader 73% of the time. In cross-sex pairs, if the high-dominance subject was

male, he was chosen as leader 90% of the time; if the high-dominance subject was female, she was chosen as a leader 35% of the time. These findings seem to be particularly relevant to a study of women leaders. Both Carbonell (1984) and Wentworth and Anderson (1984) found that the gender orientation of the laboratory task influenced the selection of the leader. Tasks perceived to be "male" (where stereotypes would predict a male to have more expertise than a female) produced male leaders, and "female" stereotyped tasks increased the chance of a female being chosen as leader.

These investigations point out the potential for enhancing leadership for women. Settings where a woman's abilities are "marketed" as she is given leadership roles are likely to produce better acceptance by subordinates and peers. Focus on ability rather than stereotypes is effective in facilitating success in organizations. While the women in our study are leaders in their institutions, workplaces, or communities and are recognized as leaders by the YWCA Program, it would be interesting to investigate in more depth their own experiences in being selected for leadership positions.

More recent studies on self esteem have shown that, in general, women exhibited lower levels of self esteem but that those in successful leadership positions demonstrated above average confidence and self images. It should be useful to reflect on the meaning of these studies as we examine the present group of women leaders.

THE WOMEN LEADERS STUDY

This year marks the 10th Anniversary of the Minneapolis YWCA Leader Lunch Program. For the past nine years Leader Lunch has honored and celebrated local women for outstanding achievement in their

occupational field and in the community. The women who have received the award represent a range of fields, including Arts, Business, Community Volunteer, Education, Entrepreneurship, Government/Politics, Human Service, Media, and Professions. All were nominated by community organizations, corporations, or individuals and were selected according to the same criteria: 1) achievement and impact in their field; 2) demonstrated leadership ability; 3) evidence of overcoming societal and professional barriers for women; 4) involvement in community; and 5) demonstrated commitment to eliminating discrimination on the basis of race, sex, or creed and to helping women within their own or other fields.

The Survey

For the 10th Anniversary of Leader Lunch, the YWCA initiated a survey of past award recipients in an effort to enhance knowledge of the career patterns of women leaders and identify distinguishing characteristics. Purpose of the survey was to seek answers to the following questions:

1) What do these women leaders look like as a group?
2) What have been the major influencers on their career options and life roles?
3) What has been their experience as leaders, and how do they view leadership?

As pointed out, "career pattern" in this study is used in the broad sense of not only occupation but life roles and choices, including work, family, education, and leisure as major areas of career development. We tried to obtain a holistic picture of these women's lives, as is evident from the variety of questions posed in the survey.

(See sample of questionnaire in appendix).

Specifically, the survey focused on such topics as employment patterns and work values; factors affecting career development; support systems and mentors; barriers and facilitators; life transitions and choice points; sense of self; lifestyle and life roles; leadership; and dreams and advice for women in the future.

Method

In March of 1987 a 100-item survey was mailed to 73 past recipients of the Leader Lunch Award. Completed surveys were submitted by 48 women for a return rate of 66%. Since all were previous award recipients, this was not a random sampling of area women leaders. Questions consisted of a variety of objective and open-ended items. Survey responses were analyzed either quantitatively (frequencies, cross-tabulations, statistics), or qualitatively (commonalities or themes culled from short answer responses).

It was originally our intent to directly interview approximately 20 percent of the sample in order to gain greater depth of understanding of some of the questionnaire responses. Because of the severe time constraints and the length of the survey, we found it necessary to abandon the interviews. We wish to point out that, for several reasons, the study cannot be generalized to other women or to women leaders in general. It has the limitations of any self-report questionnaire and is descriptive only of those who responded. Nonetheless, the survey produced a number of interesting findings about the career patterns and leadership views of this particular group of women which we hope will be of interest to career development specialists, employers, women's organizations, community leaders, and

others concerned about both the career development of women and the changing roles of women and men.

GROUP CHARACTERISTICS

Demographics

The women who responded to the questionnaire reflected considerable diversity in some areas, homogeneity in others. They consisted of 42 Caucasians, 5 Blacks, and 1 Asian American, ranging in age from 33 to 78 years. The average age was 54.4, and half were 56 years of age or older. The majority of women were married (42% in their first marriage and 13% remarried), 25% were separated/divorced, 4% were widowed, and 17% were single (never married).* The age of the women when they first married ranged from 18-42 with a mean age of 24.6. The majority married "on time" according to societal expectations, with 69% marrying before the age of 26. Of those who were currently married, half had been so for over 30 years, somewhat remarkable in light of the current divorce rate. Overall, the time in current marriages ranged from 4 to 46 years. Only two unmarried women reported being in a committed relationship at the present time.

The majority of the respondents (71%) had children/stepchildren, and just over one-third of these had at least one child living at home. Four women had only adult children living with them, and two of the eight women with one or more minor children at home had live-in help. These become important facts when one begins to examine the work-family

(* Percentages may not add up to 100% due to rounding error and unless otherwise indicated, percentages were derived from the total number of women responding to the question, not the entire group).

and lifestyle issues later in this report.

Income

The socioeconomic status of these women, when viewed from the perspective of their own annual and total family income, was considerably above that of the average family. Total household incomes extended from less than $15,000 to $95,000 or more, with this latter range accounting for 54% of the households.

Sixty percent of the leaders are in two-earner households and share wage earning responsibilities, most frequently with a spouse, while 40% are the sole wage earner for their household. The women's annual incomes ranged from no income at all to $300,000+ with an average income of $67,519 and a median income of $53,000 (50% of the 42 women responding earned less than $53,000). The distribution of total family incomes and the individual respondents' annual earned incomes are given in Table 1.

Table 1. Household and Respondent Incomes

Income	Number of Households		Number of Respondents	
Up to $14,999	1	(2%)	5	(10%)
$15,000-24,999	3	(6%)	2	(4%)
$25,000-34,999	2	(4%)	5	(10%)
$35,000-44,999	2	(4%)	3	(6%)
$45,000-54,999	4	(8%)	7	(15%)
$55,000-64,999	3	(6%)	5	(10%)
$65,000-74,999	4	(8%)	2	(4%)
$75,000-84,999	2	(4%)	1	(2%)
$85,000-94,999	1	(2%)	1	(2%)
$95,000 or more	26	(54%)	11	(23%)
No response	0	(0%)	6	(13%)

Childhood Background

The women's early background provides an interesting portrait of

their childhood and adolescence. Most of the women were born in the continental United States, while one was born in the country of Burma. Over half (27) grew up in an urban community, 12 in suburban, and 8 in rural, with one woman indicating both rural and urban.

Most of the women (40) came from traditional families with both parents in the home. Seven were cared for by their mothers alone and one by extended family members. Fifteen percent were the only child, while the rest had from one to 11 siblings.

The literature on birth order has been quite controversial, and the relevance or importance of birth order to the career development of women also has met with mixed results. Fitzgerald and Betz (1983) cited various researchers who found that first-borns, including only children, predominated among high-achievers, often being overrepresented in high achievement areas relative to their occurrence in the general population. Other studies cited by these authors failed to make this distinction. The current study did not significantly substantiate either set of findings, although over half of the women leaders surveyed (27) were first-born children and 31 were first-born female. While this is an interesting finding, it is also important to remember that 21 of these women leaders were not first-born.

Parents' educational and occupational level has long been recognized as an important influence on the educational and career plans of their daughters (Sorensen & Winters, 1975). More specifically, a positive relationship has been found between the father's level of education and the daughter's career orientation (Gysbers, Johnston & Gust, 1968; Patrick, 1973) and educational aspirations (Falk & Salter, 1978).

Fitzgerald and Betz (1983) report that although some studies have found that women entering traditionally male-dominated professions are more likely to have professional fathers, other studies have found a negative relationship between socioeconomic status (often using the father's occupational level as an indicator) and daughter's career orientation, while additional studies revealed no relationship at all between these two factors. They offer the following explanation for the failure of socioeconomic factors to predict women's career orientation as well as they do for men:

> While high-SES families are very likely to encourage and facilitate achievement-related behaviors in their sons, the extent to which they do so in their daughters is probably a function of parental attitudes and beliefs with regard to women's roles in society and, possibly, the presence or absence of sons in the family. (p. 98)

Thus, parental attitudes and support appear to influence the relationship between SES and women's career orientation.

As was the norm for this generation, all of the women's fathers, or primary male caretaker, were regularly employed, and most worked more than 40 hours per week. It has been suggested that working mothers facilitate daughters' career aspirations by providing a female role model in the world of work (Douvan, 1976) as well as modeling the integration of work and family roles (DiSabatino, 1976; Hoffman & Nye, 1974).

Studies were cited by Fitzgerald and Betz which found daughters of working mothers to be more career oriented and more likely to pursue nontraditional (pioneer) occupations than daughters of homemakers. In

this study, only 17 of 48 mothers or primary female caretakers of the women leaders were employed outside of homemaking at some time during the respondent's childhood, suggesting that other factors such as sex-role attitudes and support and influence of non-maternal role models also exerted an influence. Mothers' employment patterns were varied, with a wider distribution between rarely to almost always or always having regular employment and from working less than 10 to more than 40 hours per week. The leaders' childhood socioeconomic status was considered low by 6%, lower-middle by 28%, middle by 47%, upper-middle by 13%, and upper by 6%.

Education

The women who responded to the survey are a highly educated group, most college-educated, with at least a baccalaureate degree. Their highest level of education is as follows:

19% - Some college	27% - Masters degree
13% - College graduate	15% - Doctorate
21% - Some graduate school	6% - Other advanced degree (e.g. M.D., J.D.)

Overall, 45% of the respondents primarily attended public institutions, 28% private schools, and 28% a mixture of both. As might be expected when grouped by socioeconomic status during their growing years, most of the women from low and lower-middle income homes attended public institutions (53%) and financed their own education (53%). Women from middle income families also attended public institutions but were less likely to have paid for their own education (26%). Respondents placing themselves in upper-middle or upper income homes often attended private schools (55%), and 89% of them said that

their parents financed the majority of their undergraduate education.

These statistics indicate that the leaders emerging in this community come from a wide variety of socioeconomic and educational backgrounds, yet converge in the qualities necessary to rise to the top of their chosen fields.

Most of the women (65%) are satisfied with the amount of education they have received, 30% are not satisfied, and 6% are uncertain; 21% plan to further their education in the future, 47% do not, and 32% are undecided. Considering that over half are 56 years old, many in or near retirement, and many already at a high level of formal education, this is not unusual. Nonetheless, with lifelong learning and potential opportunities, it is possible that these leaders may seek more education than they now intend.

As might be expected, most of the women have more formal education than their parents, and some, more than their spouse. Responses indicate that 67% have more education than their fathers, while 90% have more education than their mothers. Of those currently married, 19% have more formal education than their spouse, 27% have attained the same level, and 54% have less. It is of special interest that in spite of societal expectations in the past that husbands should have more education than their wives, almost one fifth of this group of women leaders had higher levels of education than their spouse.

CAREER PATTERNS

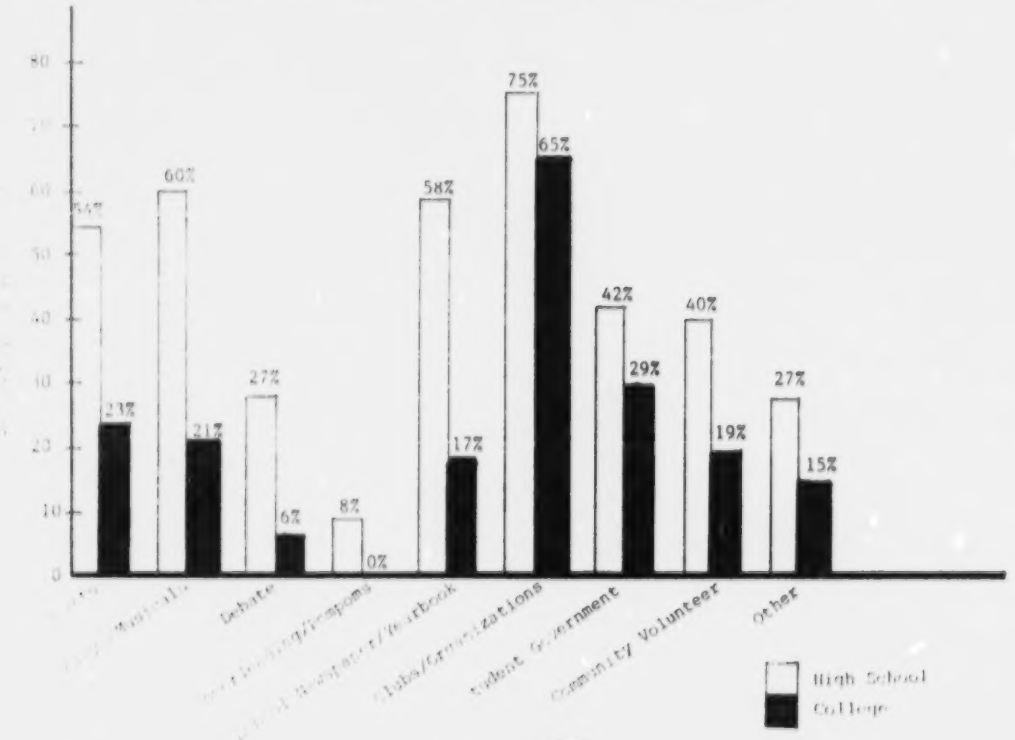
Our examination of the career patterns of these women leaders includes their experience from high school to the present. Research by Almquist (1974) suggests that women in pioneer occupations have more high school and college work experience than those in traditional

fields. While not all of the leaders chose nontraditional fields, they are perhaps nontraditional in having reached a high level of success in their field of choice. Many of them, however, were pioneers as one of the first women hired in their field or institution, especially in business, engineering, sports, academia, politics, law, and medicine.

High School/College Patterns

Working in high school was very common for these leaders, who held from 1 to 6 jobs, in what were traditional women's jobs, such as babysitting, clerical work, retail sales, and waitressing. In addition, they were involved in several extracurricular activities. Even more of them worked during their post-secondary education, and they were still involved in activities, but the frequency decreased as their education progressed. The percentages of women participating in each extracurricular activity for both high school and college are given in Figure 1.

Figure 1. Extracurricular Activities



To finance their college education, seven of the 46 women responding paid the majority of the costs of their undergraduate education, as did one-third of those with graduate training. Eleven financed their undergraduate education with a combination of sources (e.g. self and parents; parents and scholarship). Parents paid the majority of the costs for 22 undergraduates and 4 graduates. Five of the women received scholarships for college, 7 for graduate school, and, finally, spouses paid for one woman's college and for 3 women's graduate education.

A number of these women seem to reflect life career patterns different from those of other women in their generation. Almost half (22) of the 47 women responding indicated they had a career plan, while 25 did not. The large number who did plan is significant in view of the fact that "career planning" was not common for women in the 50's or older age cohort. The age at which they had a plan ranged from 8 to 30 for the nineteen who provided an age, with fifteen (68%) of these women having a career plan before the age of 21. Of this group, women in Education and Professions most frequently had a career plan. Fifty-two percent of the women reported they have a career plan now, 46% do not, and 2% did not respond. While lack of conscious planning may be a barrier in women's lives, for many of these women, it was not. It should be observed that even those without a plan have become successful leaders in their field, and it may be that some do intuitive planning.

Adult Employment Patterns

The majority of the women took full-time work after leaving school, although 41% did work part-time for at least four years. After

leaving school, none of the women recognized in business reported any periods of their life without paid employment, nor did any of the unmarried women. In contrast, all of those recognized in human services and all but one of the community service leaders reported periods of their lives without paid work.

Almost all (92%) of the women are currently employed, in contrast to their mothers, about a third of whom worked outside the home. Approximately half have been with their present employer for more than 12 years, with the greatest length of time being just over 40 years. The time in current positions ranged from three months to 38 years. The majority (61%) of women (for whom a time span could be determined, 41 of the 44 employed) have been in their current position for at least seven years. Of the 40 women who indicated, 36 are employed full-time and 4 part-time. Of those employed, the amount of time spent in paid employment on the average each week is as follows:

7% - Less than 10 hours	28% - 41 to 50 hours
2% - 10 to 20 hours	33% - 51 to 60 hours
9% - 21 to 30 hours	16% - 61 or more hours
5% - 31 to 40 hours	

It appears that a majority of these women are devoting a large amount of time to their job.

Despite their very busy schedules, on the average, each woman participates in about 5 different volunteer activities, with the majority of women spending less than 10 hours per week volunteering. The volunteer activities ranged from women's organizations and agencies to state or federal task forces and committees to organizations linked to their field. When asked what they would devote less time to each

week if they suddenly had fewer hours available, 38% mentioned volunteering, and only 4% would like to have more time for it. The meaning of these figures is not clear. It may be that their volunteer activities have been so prolific that they now prefer to do something else, or it may be a matter of work and family having higher priority, given the limited number of hours in a day.

A diverse pattern emerged with regard to time out for child-rearing, and it appears the women made a variety of choices on how to combine occupational and parenting roles. The amount of time the women with children voluntarily left the work force to provide full time child care ranged from no time at all (18%) to 29 years. Twenty-four percent took from 2 weeks to two and one half years, 42% from 4-10 years, and 18% from 12-29 years off. Even the re-entry woman after 29 years was able to achieve recognized excellence in her field. Most seemed to follow the traditional female pattern of "interrupting" their employment for child care, but almost a fifth had continuous work patterns when it was not the norm for women to do so.

Occupational Comparisons

The occupations of the women in the survey, their parents and their spouses (where applicable) were categorized using Anne Roe's (1956) "Two-Way Classification of Occupations." When compared with their father's occupational level using Roe's system (1956), more than half of the women were in classifications which were higher than those of their fathers and only 10% were in a lower category. All of the leaders recognized in sports and the professions and all but one of the educators were in occupations rated higher than their fathers. With the exception of business, none of the fathers were employed in the

same field in which their daughters were recognized as leaders. It should be noted that although about two-thirds of the women's mothers did not work outside the home, 29% of the women listed their mother as a significant role model for their success, so the fact that she did not have a paying job was not a negative influence on the success of these women. The literature suggests that whether the mother works outside the home may not be as important as the mother's satisfaction with her role. Only one woman achieved success in a field in which her mother had worked; the remainder of working mothers were in fields different from the one the daughter chose.

Data from comparisons with the occupation of the leaders' husbands are less definitive. Fifty-four percent of the women either were not married or did not indicate what their husband's occupation was. Of those who did, 27% of the women were in higher categories than their spouse, 50% were in equal status occupations, and 23% were in careers ranked lower than that of their husbands.

The tone of the comments and data suggests that this group of women is self-directed and able to set their own directions based on their own skills and interests, independent of the choices of their parents and spouses. Parents apparently were not pushing their daughters to follow in their own footsteps but rather to succeed in their own right.

WORK VALUES

Preferred Work Values

What do these women consider important in their job? When asked to rank 11 occupational/career values in order of importance for themselves, at least half of the women identified 1) challenge, 2)

doing something interesting, and 3) creativity as most important. These responses may be illustrative of a new "worth ethic" which has replaced the post World War II "work ethic" by emphasizing the intrinsic rather than the extrinsic rewards of work (Hall & Hall, 1979). The three values ranked lowest were 1) job security, 2) opportunity for advancement, and 3) power. It is significant that over half of the women ranked power low. This may be a function of a cultural stereotype that many women dislike the word "power" and being associated with it--although they might like the rewards that power brings. As pointed out in Lifeprints (Baruch et al, 1983), it also may be that some of these women see power and nurturing as incompatible. It is somewhat incongruous that while rating these items low, many of the women also commmented on the helpfulness of mentors in the "how things work"/power/access issues in their work place, as well as in job advancement. The complete list of rankings along with the number and percentages of women giving each a rank can be found in Table 2.

Table 2. Occupational/Career Values

Occupational/Career Values	# & % ranking 1, 2, or 3		# & % ranking 9, 10, or 11	
Challenge	31	(69%)	0	(0%)
Doing something interesting	23	(52%)	4	(9%)
Creativity	22	(50%)	1	(2%)
Utilization of acquired knowledge and skills	17	(39%)	2	(4%)
Variety	12	(27%)	7	(16%)
Financial reward	9	(20%)	10	(24%)
Power	8	(18%)	23	(51%)
Work culture	4	(10%)	13	(31%)
Recognition	4	(9%)	12	(27%)
Opportunity for advancement	1	(2%)	25	(58%)
Job security	1	(2%)	29	(66%)

Preferred Work Environment Characteristics

What do these women value in the work environment? The same format has been applied to nine work environment characteristics, the results of which are given in Table 3. The most important work environment characteristics reported for these women are: 1) having an input in decision-making; 2) the ability to work independently; and 3) having the facilities and resources to do the job. The least important are: 1) too much/not enough work; 2) sensitivity to work and family conflicts; and 3) the physical working environment. Since only eight of the women have minor children living at home, it may be more accurate to say that the sensitivity to work and family conflicts is no longer as relevant for the majority of women rather than not important to them. It was somewhat surprising that the women ranked "too much/not enough work" so low. Too much work often creates problems in balancing life roles, establishing "intrinsic" priorities while surviving in the "extrinsic" male world. It also seemed incongruent that so many ranked "opportunity for advancement" low, as that is a recurring need mentioned in advice to employers. But it may be that many of these women have progressed as far as they can go or that they are not in fields where this characteristic is important. The low ranking of job security also may seem puzzling, but, as one respondent noted, "There is no such thing as job security these days." The complete list of preferred work environment characteristics is found in Table 3.

Table 3. Work Environment Characteristics

Work Environment Characteristics	# & % Ranking 1, 2, or 3		# & % Ranking 7, 8, or 9	
Having an input in decision making	37	(84%)	2	(5%)
Ability to work independently	31	(70%)	4	(9%)
Facilities & resources to do the job	19	(44%)	7	(17%)
Support/encouragement from supervisor	18	(43%)	11	(27%)
Support from colleagues	14	(32%)	7	(16%)
Nonstereotypic attitudes	6	(14%)	16	(36%)
Sensitivity to work & family conflicts	5	(11%)	27	(60%)
Physical working environment	3	(7%)	18	(41%)
Too much/not enough work	2	(5%)	35	(82%)

LIFESTYLE AND LIFE ROLES

With the increasing emphasis in contemporary society on the linkage between work and family, we sought information about how the women leaders perceive these roles. It seems clear that while they have strong career commitment, they also have strong family commitment, and that they are managing these multiple roles in spite of considerable stress. When asked about the importance of these two major life areas, 77% indicated that their occupation/career is very important to them, as opposed to moderately, slightly, or not important. Family is very important for 81% of the women. With this in mind, it is not surprising that, on the average, the vast majority of these women devote the greatest amount of time to their work each week followed by time with their families. And overall, they are quite satisfied with the time distribution: 56% are very satisfied with the amount of time they devote to their work, 29% are moderately satisfied, 7% are only somewhat satisfied, and 9% report being somewhat or moderately dissatisfied. Combining these figures, 92% are satisfied with the amount of time they spend on work, which, as noted earlier,

for 61% entails 41-60 hours per week and over 61 hours for 16%!

The women are not quite as satisfied with the amount of family time: only 38% are very satisfied, and 15% are somewhat or moderately dissatisfied. It appears that while the women consider work and family of almost equal importance, they have more difficulty finding adequate time for family. Apparently for some women as for some men, work intrudes on family time.

Role Satisfaction

Because of our desire to obtain a more holistic picture of these women's lives, we also inquired about satisfaction with other life roles. The roles examined were leisure (e.g. reading, hobbies), friends, volunteer work, self-care (e.g. aerobics), and spirituality. We were espcially interested in self-care and spirituality, sometimes neglected areas which are being given increased attention in women's--and in men's--lives. Table 4 gives the percentages of respondents indicating various levels of importance and degree of satisfaction with these life areas.

Table 4. Life Areas: Level of Importance and Degree of Satisfaction

Life Area	Very/Moderately Important		Slightly/Not Important		Satisfied		Dissatisfied	
Occupation/career	44	(94%)	3	(6%)	41	(91%)	4	(9%)
Family	41	(95%)	2	(5%)	38	(84%)	7	(16%)
Leisure	39	(85%)	7	(15%)	30	(67%)	15	(33%)
Friends	42	(95%)	2	(5%)	32	(68%)	15	(32%)
Volunteer work	32	(68%)	15	(32%)	43	(93%)	3	(7%)
Self-care	31	(67%)	15	(33%)	30	(64%)	17	(36%)
Spirituality	32	(70%)	14	(30%)	33	(75%)	11	(25%)

In all life areas, a majority of the women consider each to be very or moderately important and are satisfied with the amount of time

they are able to devote to each area. Given that self-care, leisure, and social time with friends were viewed with the least satisfaction, it would be reasonable to assume that if there were more hours in each day, the women would spend it in these three areas. In fact, more of the women (28%) would devote the time to leisure activities when forced to choose, followed closely by self-care and family, with 26% each. Social time with friends was the choice of 10% of the women, 5% said work, and volunteer work and spirituality were last with 3% each.

The women were asked what personal sacrifices they have had to make in doing many things for others. While 17 of the women did not mention any, the most frequently mentioned were 1) time for self, 2) leisure time, 3) time for friends/relationships, and 4) time with and attention to family. At the same time, if there were fewer hours per day, 39% would devote less time to volunteer work, 30% would give up some leisure activities, 23% indicated less time for work, and 9% would sacrifice self-care time.

Division of Household Work

An important aspect of one's lifestyle and an issue for many working families today is division of household tasks or home and child care responsibilities. A considerable body of literature has investigated how two-earner families divide family work roles. What has been found is that women still carry the bulk of the household tasks and child care responsibilities even when both spouses may be employed full time outside the home. While the number of hours men contribute to sharing household work is gradually increasing, the average remains low--and this is true across cultures (Pleck, 1981; Hansen, 1984).

We asked the women about allocation of household tasks in their family, particularly the common tasks of cleaning, child care, cooking, paying bills, laundry, grocery shopping, minor home repairs, and snow shoveling/lawn mowing. Of interest is who bears the major responsibility for each of these tasks and the extent to which family work is being shared, performed in traditional ways according to sex roles, or by outside or other help. Table 5 provides a picture of how tasks are performed in the households of these women leaders. Since our primary concern was the number of respondents who are totally or partially responsible for carrying out these duties, other combinations of people (e.g. spouse & children, spouse & outside help, more than two people) were not included in the table. The most noteworthy figures are that 30 women have outside help to do the household cleaning; yet, for the most part, they themselves are completely or at least partially responsible for many of the other tasks (e.g. cooking, paying bills, laundry, grocery shopping). It may be that we are observing the "superwoman" phenomenon here.

Table 5. Division Of Household Tasks

Tasks	Respondent	Spouse	Respondent & Spouse	Respondent & Other	Outside Help
Cleaning	7 (15%)	0 (0%)	3 (6%)	4 (8%)	30 (63%)
Child care	4 (8%)	0 (0%)	5 (10%)	1 (2%)	3 (6%)
Cooking	25 (52%)	1 (2%)	10 (21%)	4 (8%)	2 (4%)
Paying bills	27 (56%)	7 (15%)	8 (17%)	0 (0%)	1 (2%)
Laundry	21 (44%)	1 (2%)	5 (10%)	2 (4%)	12 (25%)
Grocery shopping	20 (42%)	5 (10%)	11 (23%)	4 (8%)	2 (4%)
Minor home repairs	8 (17%)	20 (42%)	3 (6%)	1 (2%)	9 (19%)
Snow shoveling/ lawn mowing	3 (6%)	11 (23%)	0 (0%)	3 (6%)	16 (33%)

When examining the data for married women only, we find that child

care, cooking, and grocery shopping are the tasks most likely to be shared by husband and wife. The men still have primary responsibility for minor home repairs (73%) and snow shoveling/lawn mowing (54%). The women indicated that 75% of them use outside help for cleaning.

Work/Family Linkages

While the women leaders seem to have very positive attitudes about combining work and family roles, they also recognize the pitfalls. Among those for whom the questions were applicable, problems encountered in combining work and family included having to perform a "juggling act" in an effort to meet the multiple role demands and expectations (time management problems), feeling guilty over or concerned about leaving the children, and difficulties related to household help and child care. In contrast, benefits included addtional income, familial support, and the opportunity for children to develop more freely and learn from the model of shared parental roles.

Influence on Children

The women were asked to describe the influence their commitment to a professional career has had on their children. The majority of the comments were positive, including items such as pride in her accomplishments, viewing her as a positive role model, androgynous views on sex roles, achievement orientation, and high standards. In general, the women feel good about their commitment and their accomplishments and hope that feeling transfers to their children. They know that they are happier, more fulfilled through this commitment and feel that their families understand, appreciate and support it.

The responses to the effect her high achievement has had on her

children were a little more ambiguous. Many cited positive outcomes, such as confidence in abilities, goal orientation, inspiration, and pride. However, (in the traditional protective, nurturing role of mother?) many also expressed anxiety over the pressure their children feel to excel, the very high standards which they now set for themselves, and the occasional regret over the lack of time they have been able to spend together. Of the 31 responding to this question, 22 of them found something positive to say, 10 mentioned negative impacts, and 4 indicated they were really not sure what effect their achievement has had.

Of the women with children, all but one rated her family as #1 in importance. Most of them have resolved the time demands of balancing personal and professional lives, as indicated by the 76% response that they were very or moderately satisfied with the amount of time they were able to devote to family. (Naturally this includes extended family as well as children).

Time for Self-Care

The responses to how the leaders would spend extra time if there were more hours in the day pose an interesting possibility. Since "self-care" was one of the items most frequently mentioned, can we assume that these women are still "putting themselves last," in a traditional other-directed, caretaking sense? Many of the current stress-reduction programs on the market today emphasize that men and women need to take time for themselves in order to live healthy lives. A future examination of the long-term health demands of these women would provide interesting information related to the sacrifices they have made.

Balancing Act

A reminder about the career patterns of the women leaders is in order when considering the kinds of problems they identified in combining work and family. Although most of them experienced continual work throughout their adult lives, some chose to have families early and develop their professional lives after their children's needs were less time consuming. Others chose to establish themselves firmly in their field before starting a family and were economically better prepared to make necessary arrangements for help with household work and child care. The problems identified in balancing family and career were varied, ranging from a personal focus on the woman herself ("not enough time for myself, guilt about leaving my children, worry about what I would do if they were sick and I had to be at work, stress, the exhaustion from trying to do it all," etc.) to a concern for the family ("difficulty of finding adequate day care, meeting the needs of children, not enough time together," etc.). The picture which emerges of these women is an ambivalent one of struggling to manage all roles well, not attending to self-care, leisure, or friends, yet feeling a sense of fulfillment, satisfaction, excitement, and happiness in combining work and family. Sample comments below present the flavor of some of the responses to these questions on combining work and family.

PROBLEMS:

"Sometimes I feel torn as though I'm not doing justice to either, but having my own business gives me more options than most."

"Multiple demands and expectations, many of which I probably place on myself in trying to do it all."

"I had decided that I would remain at home until my children were in their teens, because I'd felt the loneliness of a child alone after school and during vacations while my mother worked. Because I was forced to go back to full time employment when my children were 10 and 3, I believe that they suffered."

"I choose not to see them as problems but rather as opportunities for mutual growth."

"Though we are in a poverty situation, my children and I are able to share responsibilities and to grow together." (Single parent)

"Not enough time with my son...logistics of babysitters when I need to work late or travel = stress."

"Guilt about work taking too much time (especially when children were young). Exhaustion--difficulty of trying to do it all even with a husband who shares roles. Feeling that children needed more of my time. Getting all chores done!"

BENEFITS:

"We were able to model shared roles and involved children in them (rotated household tasks among the four of us). Fulfilling lives, income to do many things, modeling new male/female roles and relationships for our children."

"Multiple sources of satisfaction in my life."

"Each balances the other--don't feel trapped by either."

"One learns to be an efficient manager; children enrich my life and added purpose to it; problem solving and general

life-experiences."

"It's hard to compare with what otherwise might have been. We can afford good educations and travel with children. My children would probably have been self-sufficient whether or not I had a career."

"Complete satisfaction and gratification in life--the best of all worlds."

"For me, being multi-faceted was important. I felt more vital and energetic because of my work, and I think my children saw me that way also; it was important to all of us."

Sources of Stress

An important question to raise with these highly active women relates to the sources and levels of stress associated with their lifestyles. From the preceding comments, it appears that there is a considerable amount of it. Women provided ratings for several categories of stress in both tasks and relationships in work and family. Job pressures/responsibilities proved to be the most stressful for these women, with 70% experiencing moderate or high levels of stress. Only one woman did not consider her work to be at least slightly stressful. Lack of personal time is very or moderately stressful for 48%, with 8% indicating it is not at all stressful. It is not known whether these 8% have sufficient personal time or if they lack personal time yet do not experience any related stress. Perhaps a developmental task of becoming a leader is solving time demands by hiring or negotiating help, saying "no" to work when other demands are a priority, delegating overloads in stressful times, etc., to be able

to direct full energy to work or family when needed.

Forty-six percent of the women reported that family concerns are moderately or very stressful for them. These same levels of stress are experienced by 44% of the women as a result of conflicting expectations, by 39% due to lack of time for relationships, and by 12% relative to household tasks. The latter may be low due to some of the tasks being performed by outside help, but it may also be that some women hold on to the stereotype that household tasks are "women's work" and don't expect help in that area. Unlike many households, the majority of this group do not find household tasks at all stressful. Table 6 below presents the levels and areas of stress experienced by this group of women.

Table 6. Sources and Levels of Stress

Source	Very Stressful	Moderately Stressful	Slightly Stressful	Not At All Stressful
Job pressures/ responsibilities	10 (21%)	23 (49%)	13 (28%)	1 (2%)
Family concerns	3 (6%)	19 (40%)	19 (40%)	7 (15%)
Lack of time for relationships	5 (10%)	14 (29%)	22 (46%)	7 (15%)
Household tasks	2 (4%)	4 (8%)	13 (27%)	29 (60%)
Conflicting expectations	12 (25%)	9 (19%)	19 (40%)	8 (17%)
Lack of personal time	9 (19%)	14 (29%)	21 (44%)	4 (8%)

BARRIERS AND FACILITATORS

Barriers

The increase in the number of women in the labor force has been described by many as one of the most dramatic trends of the century across cultures (Hansen, 1984). Today more and more women are joining the work force, and the trend continues. No longer are women's lives

defined only by family and men's by paid work. Women, like men, are carrying out multiple roles. But problems occur when societal structures, attitudes, and policies are still based on a traditional division of sex roles. Many women face barriers in implementing these new roles, and the women leaders were no exception.

External Barriers

These women faced many obstacles in their career development. The barriers were internal as well as external, and there was an amazing similarity across age, race, and socioeconomic class. The literature cites attitudes of men (and sometimes women) as a frequent external barrier for women, especially towards those in nontraditional occupations such as law, medicine, and top managerial positions (Fitzgerald & Betz, 1983; Kanter, 1977; Lund, 1983). Others include salary discrimination (Fitzgerald & Betz, 1983) and availability of resources - e.g. money and time (Farmer, 1985).

The women surveyed were asked on two separate occasions to identify barriers to their career development. In one instance, they were asked to identify any major barrier in their work history. Major external barriers included "being a woman," stereotyping, lack of resources, no opportunity for advancement (either in the company or due to geographical restrictions), and salary discrimination. Their responses to the greatest barrier to their career development in their work history provided similar results. These included stereotypes and attitudes toward women (mentioned by 14 of the 39 women responding), limited opportunities, geographical location, and lack of money. External barriers were mentioned more frequently than internal barriers in both instances.

The following quotes reflect the external barriers described by these women:

"There's not one clear direction for people in non-profit administration: where do I go from here?"

"Women unknown in [my field]--men skeptical."

"When I finally realized (within the past year) that my work was not going to make me self-sufficient, decided to use the experience I gained to find work in the world of business. I have since learned, with great sadness, that what I accomplished in [my field] and in my community counts for nothing in the business world."

"Always seem to be a female in a male circle."

"Stereotyping in [a] high-tech manufacturing company."

"Lack of acceptance of my professionalism, gender, and ethnic origin although I had pursued and received my degree."

"Early barriers to opportunity for women and minorities."

"The inability for corporate structures to incorporate [a] creative mind."

Internal Barriers

The major internal barriers to their career development, as well as those in their work history, revolved around personal beliefs and attitudes toward themselves and/or their careers. Examples include lack of self-confidence, low self esteem, "limited vision," and self-inflicted limitations in order to accommodate multiple roles.

"Lack of self esteem based on my own limited formal education."

"Earlier in my life it was my own lack of vision about what was possible."

"Accepting self-imposed limitations about being home and available to spouse and children."

"My own capacity to say 'no' to the expectations of others and lack of a clear plan."

"My own conflict between work and home and my feeling that I didn't really earn my own success."

A perusal of the identified barriers to career development reveals that they fall into four main categories: self-esteem issues, sex-role issues, concern over residence, and "other." The distribution of comments related to self-esteem and sex roles was consistent over the entire spectrum of women, regardless of age, field of recognition, or marital status. In a sense, both are related to the socialization process women undergo in this culture. As the impact of the Women's Movement spreads throughout out educational systems, parenting practices, and world of work, it may be that these barriers will be reduced for future leaders.

The majority of the 37 women who identified a major barrier to their career development were able to overcome it through determination and perseverance, removing themselves from the situation, reevaluating themselves and their potential, or by taking risks. One woman who overcame her lack of self-confidence did so "by acting 'as if'--'as if' I knew what I was doing, 'as if' I was self-confident." Another woman who experienced salary discrimination overcame this obstacle when she "mounted a campaign to lessen that descrimination." Another was able to overcome a barrier in the workplace because of "the support of so

many people who believe in me."

Facilitators

Thirty-three women identified a major facilitating event in their career development. Although no patterns really surfaced, the following is a fairly comprehensive list of the mentioned events:

1) Making the most of opportunities
2) Having the requisite education, experience, or skills
3) Joining a rapidly growing company or field
4) Receiving the support and encouragement of employers, colleagues, friends, and family
5) Obtaining scholarships and grants
6) Having mentors
7) Being on the board of a major corporation
8) Having women employers
9) Receiving a promotion or new appointment
10) The Women's Movement
11) Being invited to keynote a national conference

Only seven of the women mentioned facilitators which clearly involved and took credit for their own skills and abilities. The remainder suggested factors like timing, support from others, influence of mentors, being asked by someone else to apply for a position, being awarded a grant, etc. Obviously, these women are capable and competent and highly skilled in their fields, and one must assume that their abilities and determination played a significant part in their success as leaders. It is interesting that so few identified themselves or their talents as facilitating factors in their own career development.

LIFE TRANSITIONS AND CHANGE POINTS

Major Transitions

The bookstores are full of resources dealing with changes, stages, passages, and other divisions of women's lives. Some of the transitions are voluntary, some involuntary, and the degree of stress associated with them may depend on which category the transitions fall into. Popular press and academic circles alike address the transition points we all face during our lifetimes. An especially insightful framework for understanding transitions has been developed by Schlossberg (1981) called "A Model for Human Adaptation to Transition." Besides describing the expected and unexpected transitions in our lives, she focuses on events which trigger a transition, its timing and consequences, and an individual's resources and deficits in coping with a transition. The women leaders in this study described a fascinating variety of major transitions and their impact on their lives, such as:

> "We were both happy and contented until I went to work outside the home. It caused conflict because my husband believed a woman's place is in the home. But we worked it out and we both found new depths and dimensions in our marriage."
>
> "We moved to another state and the children grew up. It made me face the future."
>
> "[I] completed [my] interrupted education and got [my] baccalaureate degree fourteen years later from the university. My self-fulfillment was at stake. I found I could live as a whole person."
>
> "Living in [the] suburbs with no car, two babies and no

money of my own; [I] went back to [the] University at 26. It was sink or pull myself together."

The major change point (transition) in the adult lives of the women were distributed as follows:

17% - Educational decision	8% - Geographical move
13% - Career decision	8% - Personal/family tragedy/illness
13% - Promotion	6% - Loss of job
13% - No major transition identified	10% - Other

If we consider a career change to be a shift from one field to another, we found that all of the women in the entrepreneurial field had experienced a change, and none of those in business, the arts, or the professions had had one. None of the unmarried women reported a major career change. The age at the time of transition ranged from 19 to 50, with an average age of 33. For 93% of the women, the change was ultimately beneficial; for 5% it was not, and 2% responded with "yes and no."

No particular patterns emerged when examining the transition points according to the women's field of recognition, age, or marital status. Their experience fell into general categories as listed above, but they were unique to each woman, and no general statements can be made about the transitions of this group of leaders.

Marital Changes

Changes in marital status (marriage, divorce, remarriage, widowhood) can have a profound effect on one's career. The changes appeared to make a significant impact on the lives of two groups: those who are widowed or divorced. All seemed to accept the resulting

changes with very positive attitudes, commenting that they have become stronger within themselves and more devoted to their professional lives. The decline in income was a serious concern for several, but all seem to be coping with their problems in a very constructive manner.

Of the 40 women who have had at least one of these changes, twenty of them did not note any effects at all. Comments regarding the effect of changes in marital status include:

1) Enhanced career progress
2) Spouse supported her career
3) Decreased time in work force to be with spouse
4) Her family comes first
5) Interrupted career progress with the birth of each child
6) Increased time for work

Changes in marital status affected the career of 50% of the women who were divorced. Those who are separated/divorced mentioned:

1) An increased amount of time for work
2) Enhanced career progress
3) A career change
4) Increased importance of career
5) Freedom to relocate
6) Forced to pursue things independently
7) Child care was an early issue
8) Allowed for risk-taking
9) Put a strain on energy required for work

Widowhood resulted in a career shift for one woman and "more time to be me" for another.

Geographical Moves

Career paths often resemble a ladder, with steps which progress from one level to a higher level as skills and experience increase. Attainment of leadership in a field generally includes progression up this ladder. There are times when a location or situations at a particular location inhibit upward progress; moves up the ladder may be difficult or impossible for women for a variety of reasons. In dual-earner families, one partner is often faced with an opportunity for improvement of working or living conditions which entails a relocation from one area to another. Other factors may also present themselves which force a geographic move. Such relocation often interrupts the career of one of the partners, thus impeding the movement toward recognized leadership. The "trailing spouse" is usually the wife. We asked the women in this survey to tell us how such relocations have affected them.

Geographical moves have affected the career progress and/or direction for 28 of the women surveyed. In most cases where the impact was evaluated, the move facilitated their careers by offering new opportunities and directions. These nine women experienced increased progress and enhancement in their careers. For four women, the move hindered their career development due to limited options and opportunities in the new area and by delaying re-entry into the work force. The remaining fifteen women affected by a geographical move identified the reason behind the move (e.g. job, school, spouse) yet did not indicate the effects, if any, that it had on their career.

Other Transitions

The spectrum of answers regarding transitions and critical events

in these women's lives was broad and varied. The following critical events complete the list of transitions identified by these leaders.

1) Career moves or career changes (14 women)
2) Having children (9 women)
3) Educational choices, fields of study or school (5 women)
4) Having good bosses and coworkers (4 women)
5) Personal illness/injury (3 women)
6) Marriage (These 3 women did not note effects under the question on change in marital status, yet did list it here as having an effect).

Finally, the women were asked how the increased participation of women in the work force has affected them and their career development. The following accounted for over half of the effects cited: the additional opportunities that have become available for women; that colleagues (especially men) are more accepting of them and their abilities; and the support and role models provided by greater numbers of female colleagues. Many indicated that they themselves were pioneers as women in the work force and were glad to be joined by others. They were already there, so they did not have the benefit of a movement which supported their joining the labor force. Their responses to the question of how women's increased participation in the work force over the years has affected them and their career development reflect their experiences:

> "For a long time I was always the 'token woman'; recently this has changed and how refreshing it is to have other women with new ideas, innovative thoughts, and willing to fight for what they believe." (program director,

non-profit agency)

"Although I was active in seeking equal decision-making opportunities, the women's movement negatively affected me by undervaluing the service I had given to the community without pay. I was driven to find a paying job, but luckily I found one in which I can work for change." (self-employed president of own company)

"The interest (society-wide) in having women participate more fully in all aspects of our society and in corporate America helped create the first opportunity for me to serve as a corporate director of a major American corporation." (director)

"Not at all. Black women have always worked." (occupation unidentified)

"In the 60's I was told I was neglecting my family and husband--now my business is accepted." (owner of own business)

"[I] do less proving of myself--don't have to demonstrate my 'right' to be doing what I do." (president of company)

SUPPORT SYSTEMS AND MENTORS

Significant Others

Research suggests that parental encouragement and support play an important role in facilitating daughters' career development. Pioneer women in a study conducted by Trigg and Perlman (1976) perceived more parental support of their career aspirations than did the women in more traditional careers. Pioneers also have reported higher educational expectations than traditionals (O'Donnell & Anderson, 1978). The

extent of paternal encouragement (among other factors) has been found to differentiate traditional from pioneer women (Katz, 1969; Hennig & Jardim, 1977). In Katz's study, college women planning to enter a pioneer profession (college professor) had been strongly encouraged by their fathers and to a lesser extent by their mothers. The women in Katz's sample who planned for traditional occupations (elementary and secondary school teachers) had not received the same extent of encouragement. Thus women entering professions requiring advanced training tended to have fathers who encouraged intellectual development.

Most of the women leaders surveyed here perceived their parents as being very or moderately encouraging relative to their career pursuits. This encouragement was most often expressed through support, insistence or emphasis on an education, and confidence in their daughters' ability. Reports of discouragement centered on directing the women toward marriage and family instead of a career or toward lower occupational aspirations.

A spouse's attitude often has been cited as important to a woman's career success and satisfaction. The married women in this survey perceived their husbands as being either very supportive of their career (93%) or moderately supportive (7%). The most popular forms of support were listening and advising, helping with the household tasks, offering encouragement, and being understanding of her need for a career. Of the 18 women who have gone through a divorce, 7 indicated that their career was a factor, 7 did not, and 4 did not respond.

Friends and employers were also listed often as significant sources of support for the women in this study.

Career Information

The importance of career information in the career development process cannot be overstated. Where and how the women leaders obtained information to help plan their futures varied enormously, with advisors and teachers being the most helpful in high school and college, and colleagues and business associates in the post-college years. Help also came from high school counselors and relatives.

Table 7 outlines the number and percentages of women receiving career information from various people during high school, college, and the post-college or mid-life years. Although many women were employed while in school, they did not indicate that they received information from either their employers or colleagues during that time. Also surprising is that only 4% identified a boss or supervisor as a source of career information at all! Counselors were most helpful in the early stages while friends showed an upward trend over the years. Parents were the relatives cited most frequently during high school and college, while husbands topped the list in the post-college years. Included in the category of "other" were principal, placement offices, and self-study.

Table 7. Sources of Career Information

Person	High School	College	Post-College or Mid-Life Years
Advisor/Teacher	12 (25%)	26 (54%)	5 (10%)
Boss/Supervisor	0 (0%)	0 (0%)	2 (4%)
Colleague/Business Associate	0 (0%)	0 (0%)	17 (35%)
Counselor	11 (23%)	6 (13%)	2 (4%)
Friend	4 (8%)	7 (15%)	11 (23%)
Relative	11 (23%)	5 (10%)	5 (10%)
Other	9 (19%)	7 (15%)	12 (25%)

Life Decisions

Help for these women in making life decisions came largely in the form of encouragement and support. These were followed by advice and guidance, providing career information, role modeling, having confidence in her ability, setting high standards, giving feedback, and a few individual responses. Each of the following people were mentioned as being helpful by over half of the women: mother, father, spouse, friend, and teacher. Fewer than half of the women in each case indicated that they had received help from a school counselor, college advisor, or a supervisor. (The study did not examine whether these women approached any of the above in search of help. These are generally competent and capable women who may not appear to need or want help).

Mentors

Mentors emerged as very important to the success of these women leaders, and the number of women who had a mentor (77%) was unusually high. In most cases, the mentor was a boss/supervisor, but friends, colleagues, teachers, and parents also assumed that role. Skovholt and Morgan (1981) define mentors as "people who believe more in an individual and his or her ability than does the individual. A mentor has a vision for an apprentice and helps to make that dream become a reality" (p. 234). They regard the help of a mentor as especially crucial during the socialization into an occupation and subsequently during career entry. It is at this stage of the young adult's career when questions about abilities, competencies, and effectiveness are most salient (Kram, 1983). The mentoring relationship provides the opportunity to resolve conflicts in these areas.

The support of a mentor is highly regarded my men and women in leadership roles. Morrison et al (1987) listed "help from above" as the first factor influencing success in management. Torrance (1983) found a significant relationship between having a mentor and the number and quality of creative achievements in work and lifestyle. Gilbert (1985) found that women particularly valued the chance to learn about integration of personal and professional roles from their mentors.

Kram (1983) defines two primary functions of mentoring: "career-related functions" such as coaching and facilitating exposure which serve to enhance career development, and "psychosocial functions" having to do with the enhancement of one's sense of effectiveness, competence, and identity. These include role modeling, counseling, and affirmations. The career functions performed by the mentors of the women surveyed included providing opportunities, teaching and advising/coaching. Psychosocial functions consisted largely of encouragement, feedback, emotional support, role modeling, and counseling.

Bass (1981) lists several benefits to persons associated with a mentor:

1) "Mentoring helps women subordinates, in particular, to integrate career and family responsibilities. Mentors are particularly important for the career success of women managers without family connections in the firm" (p.93).
2) Subordinates learn firsthand about the uses of power, integrity, and the artistic and craftsmanlike elements in effective management.
3) Mentoring helps develop positive and secure self-images.

4) Proteges learn how the organization works.

5) Proteges are more visible to top management and the quality of their work is more noticed.

Those who have been mentored often became mentors themselves, thereby offering encouragement instead of receiving it. By enabling others, the mentor at mid-career has an opportunity to satisfy generative needs (Erikson, 1968) and to review and reassess their past as they help young adults face the challenges of their future. It seems quite remarkable that 88% of the leaders have mentored others, most often in the capacity of boss/supervisor or friend, followed by colleagues and teacher/advisor. Like their own mentors, they fulfill their role by advising, counseling, encouraging, providing opportunities, and offering emotional support.

Role Models

A common concern of women in the past has been lack of female role models who were following paths other than the traditional wife/mother role. The leaders in this study were able to identify a number of women who had served as models for them. They were asked to identify women who served as their role models and what they admired most in each. Aside from the mention of specific women whose relationship to the respondent was unknown, friends most often provided a source of role modeling. They were followed by mothers, bosses/supervisors, other female relatives, college faculty, and colleagues. Several said they had never had a role model, and some mentioned famous women such as Margaret Mead, Rachel Carson, and Mary McLeod Bethune. Nearly half of the role models were in the same field as the respondent. It is noteworthy that 29% of the women mentioned their mother, even though

few of the mothers worked outside the home. None of the women seemed to focus on career achievements per se of their role models, but took different qualities from a variety of women to form an aggregate model.

Qualities which were most admired in these role models were distributed quite evenly among personality characteristics (e.g. confidence, sincerity, energy), abilities (e.g. writing and organizational skills, ability to cope) and accomplishments (e.g. managing multiple roles, promoting change). The top ranking subcategories were intelligence, a warm (caring) personality, success in their field, and leadership ability.

It is evident that support of people in and outside the family has been important to the career development of this group of women leaders and that they have extended the network of support by becoming mentors and role models for others.

SENSE OF SELF

Unlike the traditional stereotype of women as subordinate and passive, these women seem to have a strong sense of self. Having a positive self concept has been an important factor in women's career development, as has self-direction and feelings of "I can." Various personality characteristics have been found to be associated with women's career orientation and innovative choices. These characteristics include competence, sense of agency (control), and self-esteem.

Sense of Competence

Fitzgerald and Betz (1983) reviewed the literature on such instrumental characteristics as competency, self-directedness, assertiveness, and the capacity to actively and effectively deal with

one's environment. They cite several studies which have shown that career-oriented women, especially those in male dominated occupations, are more likely to possess these instrumental characteristics which traditionally have been associated with males.

The women surveyed here were asked to indicate their perceived level of competence for a list of various activities. Since this information was acquired through self-report, it was not a direct measure of their competencies. Thus the possibility exists that these women are even more or less competent than they believe themselves to be. In 11 of the 16 categories, over 50% of the women consider themselves to perform the activity very well, and in all but 2 activities (time management and handling failure), over 90% rated their level of performance as "very well" or "fairly well." There was a striking consistency in the number of women who felt they did not handle failure or manage time well. They were also less confident about the way they supervise others, assert themselves, handle success, or deal with people. The complete listing of competencies with the women's rating frequencies and percentages can be found in Table 8.

Table 8. Perceived Levels of Competence

Competency	Very Well	Fairly Well	Not Very Well	Not At All
Take responsibility	43 (90%)	5 (10%)		
Be self-directed	37 (79%)	10 (21%)		
Make decisions	35 (73%)	13 (27%)		
Demonstrate professional expertise	31 (67%)	14 (30%)	1 (2%)	
Communicate orally	31 (65%)	15 (31%)	2 (4%)	
Manage multiple demands	31 (65%)	13 (27%)	4 (8%)	
Solve problems	31 (65%)	17 (35%)		
Organize activities	30 (63%)	16 (33%)	2 (4%)	
Handle success	28 (58%)	20 (42%)		
Deal with people	27 (56%)	20 (42%)	1 (2%)	
Plan ahead	27 (56%)	17 (35%)	4 (8%)	
Assert yourself	25 (53%)	22 (47%)		
Persuade others	25 (53%)	20 (43%)	2 (4%)	
Supervise others	20 (43%)	23 (49%)	3 (6%)	1 (2%)
Manage your time	14 (29%)	27 (56%)	7 (15%)	
Handle failure	5 (10%)	25 (52%)	16 (33%)	2 (4%)

Sense of Agency

The extent to which people believe they are in control of their lives has been called having a "sense of agency" or destiny control. According to Rotter (1966), people who believe they are in control of their own destiny have an internal locus of control. At the other extreme, people who believe they are controlled by others are said to have an external locus of control. Using the Rotter scale which measures these tendencies, Burlin (1976) found that 11th grade females with high internal scores chose more innovative careers when asked to identify an ideal occupation than did those with high external scores. This finding coincided with Rotter's conviction that people with an internal locus of control would strive harder for success. The statements presented to the women leaders in this area were not derived from a standardized measure; therefore, no definitive determinations

regarding locus of control can be made. However, certain statements can be made about this group based on their responses. For the most part, the women could be said to display an internal locus of control, since the majority believe that their future depends largely on themselves, that they have some control over what happens to them, and they feel hopeful when they think about the future. They do not feel helpless in dealing with life's problems, nor do they think they are being pushed around in life.

Two statements put before the leaders in this segment had more to do with self-efficacy--the expectation or belief that a given behavior can be successfully performed (Bandura, 1977; Hackett & Betz, 1984)--than with locus of control. The majority of leaders believe that if they put their mind to it, they can do just about anything; however, 45% of the women agreed with the statement that they cannot solve some of the problems they have (10% strongly agreed, 35% agreed somewhat). Without knowing more about those problems, it is difficult to determine whether this reflects a realistic viewpoint rather than a lack of self-efficacy.

Self-Esteem

The career development literature of the 70's suggested that women have low self-esteem and that that self-esteem diminished with age. More recent literature cites growing evidence that women's self concepts may be improving with age (Baruch et al, 1983). In their review of literature, White, De Sanctis, and Crino (1981) discovered that researchers have tended to find female managers exhibiting lower levels of self-esteem than male managers. However, Keown and Keown (1982) found that women in successful leadership positions demonstrate

above average confidence and self-images. Table 9 outlines the number and percentage of survey respondents agreeing or disagreeing with various statements related to one's self-concept. A review of these figures indicates that these women have quite positive self-concepts. Only one statement ("I am a good wife") produced considerable ambivalence in the women's responses. In this case, the largest percentage of women for whom this statement was applicable (43%) disagreed strongly. We can only speculate on the meaning of this, but it may be associated with guilt feelings often held by multiple-role women who don't believe they can do it all. Without their personal, qualifying comments, it is difficult to know what they are really saying.

Table 9. Levels of Agreement/Disagreement with Self-Esteem Indices

Self-Esteem Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
On the whole, I am satisfied with my life these days.	32 (67%)	14 (29%)	2 (4%)	
I am satisfied with my current occupation.	37 (79%)	8 (17%)		2 (4%)
I am pleased with the quality of my work.	31 (65%)	16 (33%)	1 (2%)	
I am a good wife.	15 (33%)	10 (22%)	1 (2%)	20 (43%)
I am a good parent.	24 (51%)	8 (17%)	1 (2%)	14 (30%)
I am a good friend.	33 (69%)	11 (23%)	4 (8%)	
I do not have much to be proud of.			1 (2%)	46 (98%)
I wish I had more self-respect.		3 (6%)	4 (9%)	40 (85%)
I have more faults than most people.		1 (2%)	10 (21%)	36 (77%)
There are times when I feel useless.	2 (4%)	4 (9%)	5 (11%)	36 (77%)
I have a number of good qualities.	40 (85%)	7 (15%)		
My attitude toward myself is generally positive.	39 (85%)	6 (13%)	1 (2%)	

Risk-Taking

Risk-taking is a characteristic not often associated with women. Yet counselors have reported that, when asked what they would do differently in their lives, many women say that they would take more risks. While a risk may be in the eyes of the beholder, and what is risky to one woman may be challenging to another, it is clear that the women leaders see themselves as risk-takers in a very positive way.

Asked to what extent these women see themselves as risk-takers, they reported 56% high, 42% moderate, and 2% low. The women were asked to identify two major risks they have taken and the consequences of each. About half of the 82 risks mentioned were career related and included changing jobs or shifting careers, starting either a business, project, or program, challenging discrimination and bias in the work place, assuming added responsibilities, and risks inherent in their particular line of work. Risks taken in the realm of marriage and family accounted for 17% of the responses and included marriage, children, divorce, and risky family decisions. Geographic moves were the third most frequent response, followed by risks taken in the course of volunteer service to the community and educational decisions (field of study, schools). Consequences of the risks were generally positive. Perceiving themselves as risk-takers or risk-taking is unequivocally one of the distinguishing characteristics of these women leaders.

LEADERSHIP

How did you realize you were a leader? What is your experience as a leader? How do you define a leader? What has been the impact of the Leader Lunch recognition on your life? These were among the questions we sought to answer in relation to the women's explicit views on

leadership.

Characteristics of Leaders

When asked what they consider to be the most important characteristic of an effective leader, the women gave definitions from many different perspectives, but the most frequent response was "the ability to communicate." This was followed by vision, integrity, the ability to listen, self-confidence, commitment, and concern for others. Other characteristics individually cited included the ability to risk, determination, possession of good organizational skills, self-awareness, and the ability to inspire and elicit leadership in others. Combining some of the most popular characteristics, an effective leader in the minds of these women has a vision which she effectively communicates to those around her, all the while displaying her concern for others and a deep commitment to the goal. Samples of their definitions of leadership include:

> "One who inspires others to do their best by showing abilities to make decisions, encourage, teach, and help them to use their own talents in their own ways."
>
> "Behavior that embodies and articulates a shared vision that inspires people, an organization, a community or others to believe it is possible to improve their lives and culture."
>
> "Leadership is the ability to cause people to follow you in the dark, trusting in your sense of direction."
>
> "Having a vision and articulating it so that others can share it and make it their own."
>
> "Leadership is the capacity to articulate principles, conceive strategies, and help groups accomplish shared

goals."

"The willingness to take responsibility and go out front--and the ability to get others to go with you."

"Leadership involves a combination of personal qualities and skills that help enable people to work together well to accomplish certain objectives and desired ends."

Realization of Leadership

The events which first helped these women to realize they were leaders were diverse and unique to each person. Many reported that they had been continually asked for advice, ideas, or opinions. Many were the organizers of innovative projects, from social events to arts projects to new institutions. Many had been elected to office in assorted organizations, some as early as elementary school. Several listed career achievements (promotions, attainment of certain status) as their "identifying event." Some had difficulty identifying a single event which made them realize they were leaders, and one even commented that she didn't know she was one. Forty of the 48 women were able to recall an event which prompted the realization of leadership ability. For half of them, the event occurred before the age of 20; 5 was the youngest age reported and 47 was the oldest.

The types of leadership positions these women have held comprise an awesome list, including officer positions, boards of directors and trustees, chairpersons of every imaginable committee and task force, founders of organizations and movements, leadership in professional organizations, lobbying for legislative change, educational and health commissions, human rights positions, direction-setters in non-profit agencies, college and high school activities, and winners of grants and

fellowships. Most of them have been leaders in areas in addition to the one in which they received formal recognition from the YWCA.

Significant Accomplishments

The women also were asked to state their most significant accomplishment. Not surprisingly, most of these were career related, including items such as initiating and developing programs or businesses, success in occupation, and being a token woman. The second most frequently cited accomplishments were raising their children and having a successful family life. A few women identified personal growth issues, and some listed accomplishments in both career and family as their most significant.

Social Justice Interests

Generally, the women attribute their interest in social justice/change issues to the influence of family, especially their parents, followed by education. The remainder were quite diverse--from having an "internal barometer for equity and fairness" to having experienced poverty and pain or discrimination. Many of the social justice issues referred to were in the area of sex and race discrimination. This is not surprising in view of the fact that one of the criteria for being selected a Leader Lunch Award recipient is demonstrated commitment to eliminating discrimination on the basis of race, sex, or creed.

Second Chance

Knowing what they know now, we asked what (if anything) these women would do differently if they could live their lives over. Thirty-one percent either stated that they would not do anything differently or did not respond at all, which was taken to mean the same thing. Four women responded in terms of the quantity of changes they

would make, with two not changing much, while the others would do many things differently if given the chance. Some indicated there were far too many to list. The items mentioned by the remaining women fell into four general areas: career, marriage and family, education, and personal. These included understanding the need for career development, possibly choosing a different academic area of study, having children sooner, and allowing for more self-time.

Women as Winners

The YWCA was especially interested to know what impact, if any, receiving the Leader Lunch Award has had on recipients and their general views about the event. The women participating in this study received the Leader Lunch Award in the following categories:

Arts - 10%
Business - 13%
Education - 10%
Sports - 6%
Other - 17%
Media/Communications - 10%
Professions - 6%
Government/Politics - 13%
Community Service/Volunteer - 15%

Aside from the individual effects of having personally received an award, Hall and Sandler (1982) mention two functions of giving awards to women: 1) "...increase the general perception by both men and women that women are indeed capable of achievement"; and 2) "the women who receive the awards can be role models for other women, thereby helping to increase the aspirations of other women" (p. 1).

The impact of receiving the Leader Lunch Award varied from individual to individual, but several patterns emerged. Many, many women included a feeling of pride and increased self-confidence among

their comments. Several were inspired to continue their work and struggle to be good role models for other women to follow. They appreciated the special feeling of recognition by their peers. Many were caused to reflect on the impact of their careers on their lives and re-energize their efforts toward achievement. Several were surprised to be viewed in such an elevated light and said they were greatly affected by the honor. One woman commented on the strengthened sense of the power of the women's network and the support they can provide to one another. Only four women were unable to articulate a positive result of receiving the award.

Advice to Women

A group of such outstanding women leaders must certainly have a wealth of valuable advice for women in our society. We asked them to write the best piece of advice they could give to young women of today. Here are some of their answers:

"Make the most of every opportunity. Do what you think is right and prepare to take care of yourself."

"Develop interest, vocational focus and relationships with mentors before complicating life with marriage and family."

"Have the confidence and determination to do whatever it is you want to do, but also be realistic and realize you can't be superwoman-- get help where and when you need it."

"Try to plan to use all your talents; you can combine work and family; choose a partner with egalitarian values; prepare to be economically independent."

"Realize that they are responsible for their own economic welfare. Realize that they must be one whole complete

person in themselves before relating to others."

"Balance, not brilliance is required. Risk more."

"Set your sights on a goal and pursue all the education it takes to reach it."

"Expect to support yourself and understand that life takes place in chapters."

"Women's causes are never permanent; one must continually work for change and monitor progress to safeguard it."

"Take charge of your life and don't be afraid."

Advice to Employers

One of the goals of the YWCA in initiating this survey was to provide employers with a profile of women who have been identified as leaders and also to inform them of barriers to women's career development, in the hope of reducing them. Forty-four of the women surveyed offered advice to employers on how to enhance the career development of women. One-quarter of the leaders identified the need for changes in the work place to help employees, especially women, balance work and family roles. They suggested greater flexibility in hours, the provision of day-care facilities, and the option of job-sharing. Approximately 20% suggested understanding that discrimination and stereotypic attitudes do exist, and another 30% suggested striving to avoid these assumptions and practices by providing equity and equal opportunity in the work setting. As one of the women stated, "Open your doors and your minds to the potential of all candidates."

In order to successfully implement such changes, an employer first needs to discover if and how various functions within the organization

are sex-typed, along with possible linkages to promotional opportunities or the lack thereof (Kanter, 1977). The most obvious way to provide more opportunities for women is simply to put them in visible leadership positions, especially since studies have indicated that management's support of females assuming leadership roles can facilitate their eventual success by influencing the receptiveness of subordinates (Dobbins, Stuart, Pence, & Sgro, 1985; Knight & Saal, 1984).

One respondent spoke of the need for the employer to "understand that still, men and women are socialized differently, and that, therefore, they need some differentiated skill development." This is an important area which has received much attention in the literature. Several researchers have developed training outlines based on the results of studies related to women and leadership. White et al (1981) provided substantial support for training programs which develop self-confidence, leadership, team building, and career planning skills for women. They also emphasized the need for women to increase the degree of interpersonal interaction and professional relationships with "the men who make the decisions" in the workplace.

Shockley and Staley (1980) suggest that management training programs should be designed to capitalize on women's "awareness and concern for the human interrelationships in a working group." Staley (1984) also advocates programs which will:

1) prepare managerial women for potential reactions to their presence;

2) help them understand their own behavioral tendencies in mixed groups; and

3) help them develop valuable coping strategies, all of which will help them increase their competence in the dynamics of group process and thereby increase their confidence.

LOOKING AHEAD

Just as these women considered having a vision as important for leaders, they had their own visions and dreams about what they would like the world to be for women in the future. Many of the dreams were for equal opportunity and equal status of women and men at work and in society.

These award winners have many dreams for women in the future, for future women leaders, and personal dreams and goals that they hold for themselves. The most predominant dreams in each area are presented below.

Dreams for Women in the Future

* That they will experience equal opportunity
* That they will have the freedom to develop and realize their full potential without limitations or barriers
* That there will be no discrimination or stereotypes
* That they will receive greater recognition for their abilities and contributions to society
* That they will have a major part in achieving peace in the world

Dreams for Future Women Leaders

* That they will achieve even more than those preceding them by reaching into all aspects of society, and hold key political positions such as President of the United States
* That there will be fewer external barriers for them to overcome

* That they will share power and decision-making equally with men
* That there will be more women leaders from all walks of life and that they will be placed in even more positions of leadership

Personal Dreams/Goals

As would be expected, the personal dreams of these women that have yet to be realized were highly individual. Even so, the following were mentioned by at least two, and as many as seven of the women responding:

* To write a book (play, poetry)
* To see hopes for their children become realities
* To be able to continue to work and grow in chosen field
* To start/maintain a successful business
* To learn to relax
* Retirement.

Future of Leader Lunch

The women were asked to project themselves 10 years into the future and discuss whether or not the Leader Lunch Program, as executed today, will still be valid. The vast majority (73%) replied yes, it will continue to be valid 10 years from now. The rest were not so sure, and one respondent said no. The doubts these women expressed were summed up by one woman who said, "Hopefully there will be less discrimination in the workplace, more women in executive positions and head of significant institutions. If so, the recognition will come from the universal knowledge of the leadership." Those who think it will definitely maintain its validity over the course of the next decade either do not believe attitudinal changes will take place so quickly or, as they clearly pointed out, the need to recognize the

contributions and achievements of others and especially women will always be valid.

Following up on this, the leaders were asked how the program should be different. Eighteen of the women offered possible changes, eight stated that it is fine the way it is, and twenty-two women did not respond, which could mean that they too do not see the need for change. The changes included recognition of both sexes (possibly a joint YWCA/YMCA affair), more publicity, additional categories, the identification of low socioeconomic status and minority women, more unique or superior accomplishments, and the possibility of recognizing potential leaders rather than those who already have many leadership accomplishments.

The women were asked whether or not the Leader Lunch should recognize men. Overall, 56% of the women said "no," men should not be recognized. On the other hand, 17% felt that "yes," they should be, and 21% were undecided about their response, stating that perhaps in the future when women are more established as accepted leaders, it would be appropriate to add men. Women in the generally male-dominated fields of government, education (at the college level), business, and entrepreneurship were consistent in their opinions that men should not be recognized at the Leader Lunch. The age of the women did not reveal any particular patterns, with younger and older women all expressing diverse opinions. Comments and "qualifications" of answers related to this question took several different directions. Many felt that there were already sufficient arenas for male recognition and that there needed to be continued special attention paid to women who stand out as leaders. They felt that this attention serves as an incentive and

provides role models for aspiring women in the community. Several suggested that the YWCA could recognize men who have expanded options and provided opportunities for women. Some were emphatic about remaining in tune with the mission and focus of the YWCA. One woman suggested "Let the YWCA be the first to recognize leaders regardless of sex or race."

A SUMMING UP

In January, 1987, the Minneapolis YWCA initiated a survey of women identified as leaders over the past nine years by the Leader Lunch Program. The women were selected for achievement in their field, leadership ability, evidence of overcoming societal barriers, community involvement, and demonstrated commitment to eliminating descrimination based on race, sex, or creed and to helping other women. The survey was conducted for the 10th Anniversary of Leader Lunch to enhance knowledge of the career patterns of these women leaders and to identify their distinguishing characteristics.

Specific purpose of the survey was 1) to obtain a more holistic picture of the women as a group, 2) to determine influences on their career options and life roles, and 3) to assess their experience as leaders and views on leadership.

This study is primarily exploratory and qualitative. It is based on a relatively small and selected sample of Midwest women and is largely descriptive in nature. We have tried to present a portrait of what these women look like as a group--their commonality and their diversity. A study such as this affirms what we have suspected all along, an observation reinforced by Baruch et al (1983) when they say:

...there is no one lifeprint that insures all women a

> perpetual sense of well-being--nor one that guarantees misery, for that matter. Adult American women today are finding fulfilling and satisfying lives in any number of different role patterns. None guarantees happiness, and none is problem free. Most involve tradeoffs at different points in the life cycle. (p. 24)

Our questionnaire was designed with the above purposes in mind, based on the emerging body of literature on career development of women and on leadership. The conceptual framework is an expanded concept of career which views career as not only occupation but as life roles and choices, including roles in work, family, learning, and leisure. Societal trends in women's changing roles and status also provided a context. While we learned a lot about the reality of the women's career patterns, there are many things we do not know and some we did not ask.

Responses were analyzed both quantitatively (frequencies and percentages) and qualitatively (common themes and unique characteristics) and, where possible, related to existing knowledge about each topic dealt with. It must be emphasized that this report describes only the women who responded to the survey, and the results cannot be generalized to other women or other women leaders. The severe time constraints precluded interviewing the women directly, and the findings carry the usual limitations of self reports. Because of the extensive data collected, this summary will not be comprehensive but selective of certain results which seem especially relevant to our purpose.

What Does the Women Leaders Group Look Like?

In ethnic background, most of the women are Caucasian, with a few Blacks and one Asian American. They average 54 years of age (33 to 78) and are college educated, most with a baccalaureate degree. The "typical" woman in the women leaders group was born in the 1930's at a time when the dramatic influx of women into the workforce had not begun. They entered their 20's in post-World War II when norms for women's roles were still quite traditional. Although they made some nontraditional choices as adults, most married in their early 20's, "on time" according to societal expectations, and are still married or remarried. Their rate of divorce was lower than the current national rate of one out of three, and most are in one of the two most dominant current family patterns--two-earner families or single parent families. Most have children, but only a few have young children at home.

Many worked in high school and college, and most participated in extracurricular activities. They had a higher level of education than their parents and are in higher level occupations than both their fathers and mothers, although only about a third of their mothers worked outside the home. The women reported strong parental encouragement to get an education and to use their talents and parents' confidence in their abilities.

What Are the Influences on The Women's Career Patterns?

Career Options. The women represent a variety of fields, (e.g. Arts, Business, Government, Human Services, Education, Entrepreneurship), limited only by the nine or ten categories recognized by the YWCA. Unlike their mothers or many other women in their generation, they have had a long work history, and most are

employed full-time. Half have been with their present employer for over 12 years, indicating a fairly continuous employment pattern. On the average, their incomes are much higher than those of most women, although there is a wide range, from no income at all to $300,000. For those who share wage earning, their average total family incomes ($67,000) place them in the upper-middle socioeconomic level or higher. There do not seem to be many low-income women among this leader group.

Unlike many of their contemporaries who believed their socialized messages and followed the "one pattern for all" dictates of society, these women made some different choices. While many women in this age group believed that women did only "contingency planning," (i.e. planning only until they got married), almost half of the leaders had a career plan, many of them before age 20. It should be observed, however, that the other half who did not have a plan still became leaders.

Work Values. The women in this group have high work commitment with many spending 41-60 hours or more per week on the job. They also seem to have intrinsic work values. When asked to identify most important work values, they cited challenge, doing something interesting, and creativity. The three values they ranked lowest are job security, opportunity for advancement, and power. The low ranking of power may be a function of a cultural stereotype--power not normally being associated with women--or it may be that some of the women see nurturing and power as incompatible. The low ranking of opportunity for advancement may be accounted for by the fact that many of the women have progressed as far as they can in their fields or that they are in a field where they do not value hierarchical progression.

Work Environment. Increasingly there is concern in career development not only about work values but about hospitable work environments or "work cultures." Work environment characteristics which the women ranked as most important are having an input in decision-making, the ability to work independently, and having the facilities and resources to do the job. They also ranked high "support/encouragement from supervisor or boss." The least important are too much/not enough work, sensitivity to work and family conflicts, and the physical working environment. Since many of the women have an "empty nest," it may be more accurate to say that the sensitivity to work and family conflicts is no longer as relevant for the majority of women rather than not important to them.

There seem to be some contradictions in the way these women think about and carry out their job. It appears they don't mind being overworked if they can achieve some of their top work values. One of the single respondents commented, "I've always thought that being single was an advantage in having a career."

Life Roles. While the women leaders have strong work commitment, they also have strong commitment to family. It is important to note that many of the women have been in multiple roles, combining roles in both work and family, although societal expectations in their generation were primarily for women to hold the wife-mother role. Many are working 50-60 hour weeks and doing volunteer work, leaving few hours for family time, and they expressed dissatisfaction with that arrangement. Whether married, separated or divorced, single parents, or single persons, many have struggled with problems of balance and juggling to meet multiple role demands and expectations (time

management), feeling guilty about leaving the children, and difficulties related to child care or extended family. They see many benefits in combining roles--income, familial support, high goal orientation in children, and providing models of shared parenting for children. But they also see some costs in being high achieving mothers--such as pressure on children to excel, setting very high standards for themselves, and lack of family time together. Most of the women seem to have resolved the time demands of balancing personal and professional lives, but priority time for work and family apparently leaves little time for friends, leisure, and self-care.

The women seem to be managing their life roles well, in spite of considerable stress, especially from job pressures. They are not as satisfied with the amount of time allocated to family. In spite of valuing family more than work, like many career-committed professionals, they are spending long hours on their job. Many of the married women are ambivalent about the statement, "I am a good wife." We can only speculate on the meaning of responses to this statement, but it may be that the women are feeling guilty about the amount of time they are allocating to their occupation/career or they are still carrying the old stereotypic message that they are not functioning as wives and mothers should or as their mothers did. The women report job pressure or responsibilities as moderately to very stressful, followed by lack of personal time, family concerns, conflicting expectations, lack of time for relationships, and household tasks. Unlike many families today, these women, who tend to be a 50's and older age group, do not seem to perceive household tasks a major problem.

Life Transitions. Like many women (and men) today, most of the

women had made a number of transitions in their lives. The average age of the transition was 33. The major transitions were career or education-related (getting a promotion, getting fired, going back to school), but a number noted marital transitions (getting married, getting a divorce, remarrying) as important transitions in their lives. Several also described geographical moves which had affected their career ("trailing spouse" when husband got new job, choosing to move to another city, state, or country). A small number cited the onset of a disability and its consequences as having a marked impact on their career. Others mentioned personal tragedy, family tragedy, or financial failure or success. It is significant that, regardless of the type of transition, most felt the outcome had been beneficial. Perhaps the adage "Opportunity out of crisis" applies to many of these women.

Risk-Taking. Major changes or transition points often involve risks. It is significant that almost all of the women perceive themselves as risk-takers. While risks are individual, and a risk to one person may not be to another, the women identified the following as some of their risks: Running for elective office; moving and starting college; getting a divorce; getting a Ph.D.; starting a business for which she had no training and too little money; challenging stereotypes that women should not be athletes; and "being an active advocate for women's rights and being willing to identify with ERA, Choice, and Pay Equity, while living in a traditional marriage and family."

Barriers. The women faced many obstacles in their career development, internal and external, with an amazing similarity across age, race, and socioeconomic class. The greated barriers they

identified were not unlike those of many women: being a woman and the attendant bias, sex stereotyping, and discrimination they experienced, especially in the workplace; lack of resources; and salary discrimination. Major internal barriers include personal beliefs about oneself and low self-esteem or lack of self-confidence due to negative societal expectations. In spite of these barriers, they had often overcome them, mostly through their own actions and persistence. The facilitating events they identified included receiving a promotion, the Women's Movement, and having mentors.

Sense of Self. However they define their life roles, their barriers, or transitions, the women seem to have a remarkably positive sense of self. In this they seem to ignore the prescriptions of society that women are supposed to serve and defer to others. They see themselves as competent and self-directed and as having a sense of control over their own lives, characteristics extremely important to psychological well-being and to career development. Although some of the literature reports that women's self-concepts grow increasingly negative with age, these women project extremely positive self-concepts. They feel most positive about the way they take responsibility and make decisions, but they are not as positive about the way they manage their time, supervise others, or handle failure. They regard their major accomplishments as career-related but regard raising their family and having a successful family life as very important. Overall they report satisfaction with their lives and are hopeful about the future.

Mentors and Support Systems. Besides parents, mentors and role models have been extremely important in the lives of these leaders. An

unusually high percentage have had a mentor, and in nearly half of the cases, the women were mentored by a boss or supervisor, followed by friend, colleague, and teacher. Strategies used for mentoring included providing opportunity, teaching, and advising, as well as giving encouragement, feedback, and support.

A remarkably high 88% reported they had mentored someone, often in their role as boss or supervisor. The women used strategies similar to those of their mentors, including giving feedback and emotional support. While not describing them as mentors, almost all of the married women responding indicated that their husband was very supportive of their career. As for role models, friends were named most often, followed by mothers, bosses/supervisors, other female relatives, college faculty, and colleagues. The literature on women's development suggests that support systems are very important to women. On the basis of this study, it appears these women leaders had support systems which are varied and strong.

What emerges in the career patterns of these women leaders is that each woman is unique in her experiences, life options, decisions, and personal characteristics. Yet each has been recognized for leadership both by the YWCA and by peers and colleagues who nominated her. In their diversity is also commonality--in parts of their education, work, and family histories; in their joys, disappointments, and hopes as women; and in their extremely positive feelings about themselves. Many of the respondents have developed a high career commitment, a strong family commitment, and seem to be managing multiple roles and multi-dimensional lives in spite of considerable stress.

What Are the Women's Experience and Views of Leadership?

The third area we investigated was the women's experience and views of leadership. The women gave a variety of definitions of leadership and its essential characteristics. The most frequently cited characteristic was "ability to communicate." This was followed by vision (mentioned by many), integrity, the ability to listen, self-confidence, commitment, and concern for others. Combining some of the most popular characteristics, an effective leader has a vision which she effectively communicates, while displaying concern for others, and a deep commitment to the goal.

Experience as Leaders. In light of the positive self-concepts of these women, it was interesting to discover when they first realized they were leaders. While women can become leaders at any age, half realized they were a leader before age 20. The events which brought them to this realization included continuously being asked for advice, ideas, and opinions and organizing all types of new projects, institutions, and programs. They held positions as officers, trustees, committee and task force chairpersons; founders of organizations; leaders in state, national, and international professional associations; lobbyists, commissioners; activists in human rights; leaders in college and school activities; and as winners of grants and fellowships.

Social Justice. Many of the women expressed strong concern for social justice issues, especially race and sex discrimination--not surprising, since commitment to eliminating discrimination by race, sex, or creed is one of the criteria for being selected a YWCA Leader Lunch Award recipient. Generally the women attribute their interest in

social justice/change issues to parents, followed by education.

Second Chance. Asked what they might do differently if they could live their lives over, a third would not change anything, while many indicated several changes they would make (some too many to list). Changes identified were in the area of career (understand the need for career development and career planning), marriage and family (having children sooner--or later), education (obtaining more formal education), and personal (allowing more self-time).

Advice to Women. The women had valuable advice for young women today. Their strong feelings about this question were revealed in their responses, which included: get an education; make the most of every opportunity; become economically and emotionally self-sufficient; take charge of your life; use your talents; set goals for yourself; and continually work for change. One woman offered, "Have the confidence and determination to do whatever it is you want to do, but also be realistic and realize you can't be Superwoman--get help where and when you need it."

Advice to Employers. Major advice to employers on how to enhance women's career development includes a number of suggestions for changes in the workplace. The leaders urged: Change the workplace to help employees, especially women, balance work and family roles (e.g. flex-time, day care, job sharing); serve as or provide mentors; develop or support training programs to help women develop self confidence, leadership, team building, and career planning skills; provide equity and equal opportunity. One woman said, "Understand that men and women still are socialized differently and that, therefore, they need some differentiated skill development." The plea for equal opportunity and

changes in work and societal structures is one not unique to these women leaders but echoed by many women today.

Dreams for Women and the Future. Just as these women considered having a vision as an important characteristic for leaders, they have their own visions and dreams about what they would like the world in general and the world for women to be like in the future. Many of the dreams were for equal opportunity and equal status of women and men at work and in society. They hope women will be free to actualize their full potential without limitations or barriers and that women will have an equal share in decision-making. Their dreams for women leaders also include hope that they will participate in bringing about world peace, that there will be more women from all walks of life in leadership positions, and that women will occupy more top level positions, including President of the United States.

Impact of Leader Lunch. When asked what impact being a Leader Lunch Award recipient has had on them, many women responded with comments of pride and increased self-confidence. Some were inspired to continue the work they were doing and to be good role models for other women, understanding how important role models have been in their own career development. They felt that the affirmation by their peers and colleagues was very empowering.

Future of Leader Lunch. The great majority of the women leaders see Leader Lunch as a viable program which will still be valid 10 years from now. Most do not think attitudes and practices will change so quickly that the recognition will not be necessary. Overall, over half said that no, men should not be recognized by Leader Lunch. They had a variety of reasons for this view, and the feelings appeared to be

strong. Of the remaining, some felt men should be recognized, and some were undecided, stating that perhaps in the future when women are more established as accepted leaders, it would be appropriate to add men. Many felt there were already sufficient arenas for male recognition and that recognition for women is needed to provide role models for aspiring women in the community. A few suggested that the YWCA could recognize men who have expanded options and provided opportunities for women. One woman suggested, "Let the YWCA be the first to recognize leaders regardless of sex or race."

CONCLUSIONS

This descriptive study has provided a fascinating portrait of a selected group of women leaders in the Twin Cities area, their commonality and their diversity. Some of our results confirm earlier findings in the Lifeprints study of 300 women in the Boston area (Baruch et al, 1983). While that study was larger and longer, was based on a random sample, and encompassed women only from ages 35-55 in a variety of lifestyles, our survey was more limited in scope and selective in population. The New England study, subtitled New Patterns of Love and Work for Today's Women, was a much more exhaustive one based on in-depth interviews with the women subjects. Their central questions are, "What contributes to a woman's sense of well-being? What makes a woman feel good about herself as a valued member of society who is in control of her life? What makes a woman find pleasure and enjoyment in her life? The concepts of mastery and pleasure provide the framework for the investigaton.

Our study asked some similar questions in some different ways, within the context of career development and leadership. We were

interested in women's perceived sense of agency, self-esteem, and competence, and found our respondents high in these areas. Unlike many women, they see themselves as risk-takers and have taken risks in their lives. Because the women in our survey were recognized leaders in their fields, we knew work had played an important part in their lives. We did not realize, however, until we analyzed the responses, how central work is in these women's lives. In this they are very different from many women who learned the societal prescription that women should not have work too high in their priorities. Yet family is also prominent in these women's priorities, and high work commitment did not diminish the value of family. It appears that, as found in the Lifeprints study, work has a positive effect on the women's lives. It also supports what Lifeprints and other studies have found--that having multiple roles, while producing stress, can enhance women's feelings of well-being and sense of accomplishment.

The women in this study have a strong sense of social justice and are especially concerned about eliminating discrimination based on sex, race, or ethnic origin; they have dreams for equality of opportunity in society and in the workplace. Their advice to young women and their dreams for the future reflect their vision of a world free of bias and stereotyping and of more women in equal partnership with men in leadership positions, with opportunity to actualize their potential. The women see The Leader Lunch Program as a viable one which is needed and is likely to be valid in 10 years, though possibly in a somewhat different form. The majority do not think that men should be recognized by the YWCA Leader Lunch Program.

The women leaders also reflect diversity. They have followed many

paths and patterns and demonstrate that there is no one way to leadership. Some had a career plan, others did not. They are in a variety of family types, from single provider to dual career to single person to single parent to blended family. They have significant accomplishments in a variety of fields, fields limited only by the categories of the Leader Lunch Award. They represent three generations of women with ages ranging from 33 to 78. Some have had a continuous work pattern, some re-entered education or work after raising children or after a crisis (divorce, accident, illness), some entered the work force later in life, and some have made a "career" of being a volunteer. Some are persons with disabilities who have demonstrated tremendous strength in overcoming them. Some have extremely limited resources but do not let that stand in the way of their success.

Not all are feminists, but many recognize the influence of the Women's Movement in expanding options in their lives. Many have been successful in their fields in spite of societal attitudes and expectations that women were not supposed to have a significant work life outside the home. They seem to have transcended some of the sex-role stereotypes, believe in themselves and their ability to control their own lives, and seem to have moved a long way toward achieving an integration of the agentic and the communal aspects of themselves. In having strong work commitment, they have not given up the caring, nurturing values. While some seem to be working in a Superwoman situation, most seem to have resolved the conflict between personal and professional roles and feel good about themselves and hopeful about the future.

A Word of Caution. Throughout this study, we have emphasized that

it is exploratory and descriptive and that results cannot be generalized to other women or other women leaders. It is also qualitative in that we used both structured and open-ended questions in an attempt to obtain a more holistic profile of these women's career patterns, life roles, and leadership experiences and views.

We have tried to interpret the responses as accurately as possible. While some could be quantified, others were by nature subjective and were interpreted as significant themes in the women's lives. The questionnaire itself was designed to provide the women with an opportunity to reflect on areas they might not have consciously thought about before or taken time to in the their busy schedules, e.g. whether they were risk-takers, whether they had engaged in career planning, their sense of control in their lives, their barriers and transitions, and what it means to be a leader.

We realize we may not have been able to do justice to all the women responding to this survey. The life story of each could well make a chapter in itself. But in a very short time and space we have tried to provide as complete and accurate a picture as possible of the career patterns and leadership views and experience of this selected group of women. Any errors in interpretation or omissions are regretted and are the responsibility of the authors.

A quote from one of the women leaders seems an appropriate way to end this report:

> Leadership is the act of displaying vision, commitment, and an ability to influence others to share the vision and help accomplish it.

These are women of diversity and commonality, of strength and of

vision. They are workers, mothers, leaders, role models, and change agents. Let us hope that their vision for young women, for a more equitable workplace, and for a more just society in the future will become a reality. It will take the cooperation, energy, and commitment of all of us--men and women--to make it happen.

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APPENDEX

LEADER SURVEY

I. CAREER PATTERN - This first section generally focuses on the development of your occupation/career and more specifically looks at the various factors and influences involved in the process.

1. Employment history: Fill in the following chart beginning with your current or most recent employment and continue back through high school, including any "babysitting" positions. Use additional paper if necessary.

EMPLOYER	POSITION	PART-TIME (PT) FULLTIME (FT)	DATES FROM-TO	REASON FOR LEAVING

2. Indicate any positions held during high school by placing an **H** to the left of the employer.

3. Indicate any positions held during your post-secondary education by placing a **P** to the left of the employer.

4. Which of the following extracurricular activities did you participate in during high school? (check all that apply)

_____ a. Sports
_____ b. Plays/Musicals
_____ c. Debate
_____ d. Cheerleading/Pompom
_____ e. School newspaper/Yearbook
_____ f. Clubs/Organizations
_____ g. Student government
_____ h. Community volunteer (specify) _____
_____ i. Other (specify) _____

5. Which of the following extracurricular activities did you participate in during college or other post-secondary education?

_____ a. Sports
_____ b. Plays/Musicals
_____ c. Debate
_____ d. Cheerleading/Pompom
_____ e. School newspaper/Yearbook
_____ f. Clubs/Organizations
_____ g. Student government
_____ h. Community volunteer (specify) _____
_____ i. Other (specify) _____

6. a) From whom did you obtain career information during high school?

b) From whom did you obtain career information during college?

c) From whom did you obtain career information during your post-college or mid-life years?

7. Did you have a career plan?

_____ a. Yes
_____ b. No (If no, go to question 8)

If yes, at what age? _____

8. Do you have a career plan now?

_____ a. Yes
_____ b. No

9. On average, how many hours do you spend in paid employment each week?

_____ a. Less than 10
_____ b. 10 - 20
_____ c. 21 - 30
_____ d. 31 - 40
_____ e. 41 - 50
_____ f. 51 - 60
_____ g. 61 or more

10. On average, how many hours each week are you engaged in volunteer activities?

_____ a. Less than 10
_____ b. 10 - 20
_____ c. 21 - 30
_____ d. 31 - 40
_____ e. More than 40

11. How many different volunteer activities do you participate in?

12. List five of your primary volunteer activities.

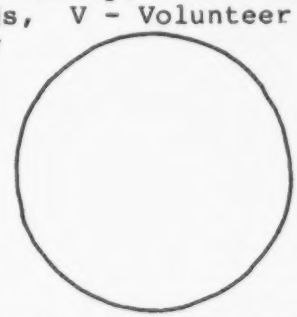
13. List any professional associations/organizations you are a member of.

14. How important is each of the following in your life? (Circle the appropriate number)

	Very Important	Moderately Important	Slightly Important	Not Important
a. Leisure (e.g. reading, hobbies)	1	2	3	4
b. Family	1	2	3	4
c. Occupation/ Career	1	2	3	4
d. Friends	1	2	3	4
e. Volunteer work	1	2	3	4
f. Self-care (e.g. aerobics)	1	2	3	4
g. Spirituality	1	2	3	4

15. Divide the following circle into pie sections which describe your typical allocation of time to different parts of your life during an average week. Use percentages for time and the following abbreviations for life areas.

L - Leisure, F - Family, O - Occupation/Career,
S - Social/Friends, V - Volunteer work, SC - Self-care
SP - Spirituality



16. How satisfied are you with the amount of time you are able to devote to each of the following?

	SATISFIED			DISSATISFIED		
	Very	Moder-ately	Some-what	Some-what	Moder-ately	Very
a. Occupation/Career	1	2	3	4	5	6
b. Family	1	2	3	4	5	6
c. Leisure	1	2	3	4	5	6
d. Friends	1	2	3	4	5	6
e. Volunteer work	1	2	3	4	5	6
f. Self-care	1	2	3	4	5	6
g. Spirituality	1	2	3	4	5	6

17. If there could be more hours in each day, how would you spend the extra time? (check only one)

_____ a. At work
_____ b. With my family
_____ c. In leisure activities
_____ d. In volunteer work
_____ e. With friends
_____ f. In self-care activities
_____ g. In spiritual activities

18. If there were suddenly fewer hours in each day, which would you have to devote less time to? (check only one)

_____ a. Work
_____ b. Family
_____ c. Leisure
_____ d. Volunteering
_____ e. Friends
_____ f. Self-care
_____ g. Spirituality

Comments _____

_____

19. What form does your spiritual activity take?

20. In terms of your occupation/career, rank the following in order of importance for you, using 1 for the **most** important and 11 for the **least** important.

_____ a. Variety
_____ b. Job security
_____ c. Utilization of acquired skills and knowledge
_____ d. Power
_____ e. Doing something interesting
_____ f. Financial reward
_____ g. Creativity
_____ h. Recognition
_____ i. Opportunity for advancement
_____ j. Challenge
_____ k. Work culture

21. Rank the following work environment characteristics in order of importance for you, using 1 for the **most** important and 9 for the **least** important.

_____ a. Support/encouragement from supervisor or boss
_____ b. Having an input in decision making
_____ c. Support from colleagues
_____ d. Physical working environment
_____ e. Ability to work independently
_____ f. Facilities and resources to do the job
_____ g. Too much work/Not enough work
_____ h. Nonstereotypic attitudes
_____ i. Sensitivity to work and family conflicts

22. In your work history, what has been the greatest barrier to your career development?

23. What help (if any) did you receive from the following people in making your life decisions?

a. School counselor _____

b. College advisor _____

c. Mother _____

d. Father _____

e. Spouse _____

f. Friend _____

g. Teacher _____

h. Supervisor _____

i. Other (specify) _____

24. a) Identify the major change point (transition) in your adult life.

b) How old were you? _____

c) What major factors were involved?

d) Was this change ultimately beneficial?

_____ a. Yes
_____ b. No
_____ c. Do not know

e) What were the consequences of this change?

Positive _____

Negative _____

Mixed _____

25. How well do you think you do each of the following?

	Very Well	Fairly Well	Not Very Well	Not At All
a. Take responsibility	1	2	3	4
b. Persuade others	1	2	3	4
c. Manage your time	1	2	3	4
d. Make decisions	1	2	3	4
e. Assert yourself	1	2	3	4

f. Handle success	1	2	3	4
g. Handle failure	1	2	3	4
h. Deal with people	1	2	3	4
i. Organize activities	1	2	3	4
j. Plan ahead	1	2	3	4
k. Communicate orally	1	2	3	4
l. Be self-directed	1	2	3	4
m. Solve problems	1	2	3	4
n. Supervise others	1	2	3	4
o. Demonstrate professional expertise	1	2	3	4
p. Manage multiple demands	1	2	3	4

26. Do you (1) Strongly agree, (2) Somewhat agree, (3) Somewhat disagree, or (4) Strongly disagree with each of the following statements?

_____ a. I have very little control over what happens to me.

_____ b. I sometimes think I am being pushed around in life.

_____ c. I cannot solve some of the problems I have.

_____ d. If I put my mind to it, I can do just about anything.

_____ e. My future depends largely on me.

_____ f. In dealing with life's problems, I often feel helpless.

_____ g. I feel hopeful when I think about the future.

27. a) How encouraging would you say your mother, or primary caretaker, was toward your pursuing a career?

_____ a. Very encouraging
_____ b. Moderately encouraging
_____ c. Indifferent
_____ d. Moderately discouraging
_____ e. Very discouraging

b) How did she encourage/discourage you?

28. a) How encouraging would you say your father was toward your pursuing a career?

_____ a. Very encouraging
_____ b. Moderately encouraging
_____ c. Indifferent
_____ d. Moderately discouraging
_____ e. Very discouraging

b) How did he encourage/discourage you?

29. a) In your opinion, how supportive is your husband of your career?

_____ a. Very supportive
_____ b. Moderately supportive
_____ c. Indifferent
_____ d. Moderately nonsupportive
_____ e. Very nonsupportive

b) How is he supportive/nonsupportive?

c) If divorced, was your career a factor?

30. What effect have any changes in your marital status had on your career?

31. Have any geographical moves affected the direction and/or progress of your career development?

_____ a. Yes
_____ b. No (If no, go to question 32)

If yes, please explain.

32. Identify any other critical events in your life which affected your career.

Answer questions 33 and 34 if you are married or have children or both.

33. What problems do you encounter in combining a career with marriage (and children)?

34. What benefits do you find in combining a career with marriage (and children)?

If you do not have children, go to question 37.

35. What influence has your commitment to a professional career had on your children?

36. In terms of months or years, what is the longest period of time you have voluntarily not worked outside the home in order to provide full time child care?

37. Who usually does each of the following tasks? (e.g. myself, spouse, outside help) If shared equally, list all those responsible.

_____ a. Cleaning

_____ b. Child care

_____ c. Cooking

_____ d. Paying bills

_____ e. Laundry

_____ f. Grocery shopping

_____ g. Minor home repairs

_____ h. Snow shoveling/Lawn mowing

38. To what extent do you see yourself as a risk taker?

_____ a. High
_____ b. Moderate
_____ c. Low

39. Identify two major risks you have taken and the consequences of each.

40. How stressful do you personally find the following to be?

	Very Stressful	Moderately Stressful	Slightly Stressful	Not At All Stressful
a. Job pressures/ Responsibilities	1	2	3	4
b. Family concerns	1	2	3	4
c. Lack of time for relationships	1	2	3	4
d. Household tasks	1	2	3	4
e. Conflicting expectations	1	2	3	4
f. Lack of personal time	1	2	3	4

41. In times of stress, which coping mechanism do you rely on most often?

_____ a. Crying
_____ b. Talking it out
_____ c. Laughing it off
_____ d. Denying the reality of the situation
_____ e. Thinking it through logically
_____ f. Seek emotional support
_____ g. Expressing your anger
_____ h. Other (specify) _____

42. Identify any major barrier in your career development.

43. Were you able to overcome this barrier?

____ a. Yes
____ b. No (If no, go to question 44)

If yes, how did you overcome it?

44. Identify any major facilitating event(s) in your career development.

45. Did you ever have a mentor?

_____ a. Yes
_____ b. No (If no, go to question 47)

46. a) If you had/have a mentor, what was/is his/her relationship to you? (e.g. boss, friend)

b) What did he or she do for you as a mentor?

47. Have you ever been a mentor?

_____ a. Yes
_____ b. No (If no, go to question 49)

48. a) If you have been a mentor, what was your relationship to the person you mentored?

b) How did you fulfill your role as mentor?

49. Identify any women who have served as role models for you by listing their relationship to you and what you most admire in each woman.

50. For each of the following statements, indicate whether you (1) Strongly agree, (2) Somewhat agree, (3) Somewhat disagree, or (4) Strongly disagree.

_____ a. On the whole, I am satisfied with my life these days.

_____ b. I am satisfied with my current occupation.

_____ c. I am pleased with the quality of my work.

_____ d. I am a good wife. (omit if not married)

_____ e. I am a good parent. (omit if you do not have children)

_____ f. I am a good friend.

_____ g. I do not have much to be proud of.

_____ h. I wish I had more self respect.

_____ i. I have more faults than most people.

_____ j. There are times when I feel useless.

_____ k. I have a number of good qualities.

_____ l. My attitude toward myself is generally positive.

II. LEADERSHIP - The focus of this section is on your thoughts regarding leadership and your role as a leader.

51. Define the term "leadership."

52. a) Looking back, what event helped you to first realize that you were a leader?

    b) How old were you? _____

53. What leadership positions have you held?

54. What do you believe is <u>the</u> most important characteristic of an effective leader?

55. Women's participation in the work force has increased dramatically over the years. How have these changes affected you and your career development?

56. In which category did you receive your award?

_____ a. Arts
_____ b. Business
_____ c. Community Service/Volunteer
_____ d. Education
_____ e. Government/Politics
_____ f. Media/Communications
_____ g. Professions
_____ h. Sports
_____ i. Other (specify) _____

57. What effect has your being recognized as a leader by the Leader Lunch had on you?

Go to question 59 if you do not have children.

58. What effect do you think your high achievement has had on your children?

59. To what do you attribute your interest in social justice/change issues?

60. What is the best piece of advice you can give to young women today?

61. What advice would you give to employers to help them enhance the career development of women?

62. In doing so much for the benefit of others, what personal sacrifices do you have to make?

63. What do you consider to be your most significant accomplishment?

64. What dream do you hold for women in the future?

65. What dream do you have for future women leaders?

66. What personal dreams/goals do you hold that have yet to be realized?

67. If you could live your life over, what (if anything) would you do differently?

68. Project yourself into the future ten years. Will the Leader Lunch program, as executed today, be a valid one?

69. How should it be different?

70. Should Leader Lunch recognize any men?

III. GROUP CHARACTERISTICS - The following questions will provide background data to be utilized in the description of the survey group.

71. Age: _____

72. Ethnic background:

_____ a. American Indian
_____ b. Asian American
_____ c. Black
_____ d. Hispanic
_____ e. White
_____ f. Other (specify) _____

73. Place of birth:

_____
(City) (State) (Country)

74. In which type of community did you spend the majority of your childhood years?

_____ a. Rural
_____ b. Urban (city)
_____ c. Suburban (metropolitan area)

75. Who was your primary caretaker(s) (living in the home) while you were growing up?

_____ a. Mother and father
_____ b. Mother only; father absent
_____ c. Father only; mother absent
_____ d. Older siblings; parents absent
_____ e. Extended family (e.g. aunt, uncle); parents absent
_____ f. Other (specify) _____

76. List the ages of your brothers and sisters chronologically in each gender category. Include stepbrothers and stepsisters and for those no longer living, indicate their age and your age at the time of death.

Brother(s) _____

Sister(s) _____

77. Father's occupation: _____

78. Which of the following most accurately describes your father's employment history since you were born?

_____ a. He rarely had a regular paid job.
_____ b. He was employed from time to time.
_____ c. He was employed about half the time.
_____ d. He was employed more often than not.
_____ e. He almost always had regular employment.

79. When employed, how many hours a week did your father spend at work while you were growing up?

_____ a. Less than 10
_____ b. 10 - 20
_____ c. 21 - 30
_____ d. 31 - 40
_____ e. More than 40
_____ f. I do not know

80. What is your father's highest level of education?

_____ a. Elementary school
_____ b. Some high school
_____ c. High school graduate
_____ d. Some technical or vocational school
_____ e. Technical or vocational school graduate
_____ f. Some college
_____ g. College graduate
_____ h. Some graduate school
_____ i. Masters degree (specify) _____
_____ j. Doctoral degree (e.g. Ph.D.) (specify) _____
_____ k. Other advanced degree (e.g. J.D., M.D.) (specify) _____

81. a) Was your mother employed outside the home at any time during your childhood?

_____ a. Yes
_____ b. No (If no, go to question 84)

b) Mother's primary occupation: _____

82. Which of the following most accurately describes your mother's employment history since you were born?

_____ a. She rarely had a regular paid job.
_____ b. She was employed from time to time.
_____ c. She was employed about half the time.
_____ d. She was employed more often than not.
_____ e. She almost always had regular employment.

83. When employed, how many hours a week did your mother spend at work while you were growing up?

_____ a. Less than 10
_____ b. 10 - 20
_____ c. 21 - 30
_____ d. 31 - 40
_____ e. More than 40
_____ f. I do not know

84. What is your mother's highest level of education?

_____ a. Elementary school
_____ b. Some high school
_____ c. High school graduate
_____ d. Some technical or vocational school
_____ e. Technical or vocational school graduate
_____ f. Some college
_____ g. College graduate
_____ h. Some graduate school
_____ i. Masters degree (specify) _____
_____ j. Doctoral degree (specify) _____
_____ k. Other advanced degree (specify) _____

85. How would you describe your socioeconomic status while you were growing up?

_____ a. Low
_____ b. Lower-Middle
_____ c. Middle
_____ d. Upper-Middle
_____ e. Upper

86. Your marital status:

_____ a. Single (never married)
_____ b. Married (first marriage)
_____ c. Separated/Divorced
_____ d. Widowed
_____ e. Remarried

87. If you are or have been married, at what age were you first married?

88. Answer a, b, or c.

a) If you are currently married, how long have you been in this marriage?

b) If you are not married and are in a committed relationship, how long have you been in this relationship?

c) I am not in a committed relationship at the present time.

89. a) If you have children, stepchildren, and/or fosterchildren, list their ages in chronological order. Include those no longer living with their age at the time of death.

Son(s) _____

Daughter(s) _____

b) Circle the ages of the children who live with you at the present time.

90. Who (if anyone) lives with you besides your spouse and/or children?

91. a) Are you the sole wage earner in your household?

_____ a. Yes (If yes, go to question 92)
_____ b. No

b) With whom do you share wage earning responsibilities?

_____ a. Spouse/Partner
_____ b. Parent(s)
_____ c. Sibling(s)
_____ d. Child(ren)
_____ e. Other (specify) _____

92. a) Total family income for the past year:

_____ a. Less than 14,999
_____ b. 15,000 - 24,999
_____ c. 25,000 - 34,999
_____ d. 35,000 - 44,999
_____ e. 45,000 - 54,999
_____ f. 55,000 - 64,999
_____ g. 65,000 - 74,999
_____ h. 75,000 - 84,999
_____ i. 85,000 - 94,999
_____ j. 95,000 or more

b) What is your own annual earned income? _____

If not married, go to question 95.

93. a) Husband's current occupation: _____

b) If your husband has made a major occupational change, what was his previous occupation?

94. What is your husband's highest level of education?

_____ a. Elementary school
_____ b. Some high school
_____ c. High school graduate
_____ d. Some technical or vocational school
_____ e. Technical or vocational school graduate
_____ f. Some college
_____ g. College graduate
_____ h. Some graduate school
_____ i. Masters degree (specify) _____
_____ j. Doctoral degree (specify) _____
_____ k. Other advanced degree (specify) _____

95. Are you satisfied with the amount of education that you have received?

_____ a. Yes
_____ b. No
_____ c. Not sure

96. What is your highest level of education?

_____ a. Elementary school
_____ b. Some high school
_____ c. High school graduate
_____ d. Some technical or vocational school
_____ e. Technical or vocational school graduate
_____ f. Some college
_____ g. College graduate
_____ h. Some graduate school
_____ i. Masters degree (specify) _____
_____ j. Doctoral degree (specify) _____
_____ k. Other advanced degree (specify) _____

97. List all schools, colleges, and/or universities attended during your post-secondary education.

98. How was your undergraduate education financed?

_____ a. I paid the majority of the costs
_____ b. My spouse paid the majority of the costs
_____ c. My parents paid the majority of the costs
_____ d. Financial aid (loan)
_____ e. Scholarship
_____ f. Other (specify) _____

99. How was your graduate education financed?

_____ a. I paid the majority of the costs
_____ b. My spouse paid the majority of the costs
_____ c. My parents paid the majority of the costs
_____ d. Financial aid (loan)
_____ e. Scholarship
_____ f. Other (specify) _____

100. Do you plan to further your education in the future?

_____ a. Yes
_____ b. No
_____ c. Undecided

THANK YOU!